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# EDUCATIONAL RESOURCES INFORMATION CENTER

September 1969

Volume 4 Number 9

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# RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports and current research projects in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
Office of Education/Bureau of Research

**Organization of Journal** RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document and Project Sections by ED or EP numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance; the EP prefix identifies current Office of Education research projects.

The indexes which follow the résumés in each edition cite the contents by:

Subject  
Author or investigator  
Institution  
Accession numbers

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September 1969    Volume 4 Number 9

# Research in Education

ED 028 307-029 156 / EP 011 752 -011 796

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## Introduction

**Research in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports and projects. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices are to be found in the How To Order ERIC Products section.

## **DOCUMENT SECTION**

# SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

**ED 013 371**

**64**

**AA 000 223**

Norberg, Kenneth D.

**Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Sacramento State Coll., Calif.  
Spons Agency—USOE Bur of Research  
Report No.—NDEA-VIIB-449  
Pub Date—15 Apr 66  
Contract—OEC-4-16-023

Note —Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.

Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)

**EDRS Price—MF-\$0.75 HC-\$5.24 129p.**

Descriptors—\*Bibliographies, \*Communication (thought transfer), \*Perception, \*Pictorial Stimuli, \*Symbolic Language, Instructional Technology, Visual Stimuli.  
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. The conclusion of the analysis attempted to relate some issues in perception theory to the problem of the development of a theory of iconic signs. Discussions were included on (1) the stimulus-response paradigm, (2) the psychophysical theory of perception, (3) an information theory approach, (4) nonverbal communication and pictic analysis, (5) a theory of pictorial communication and (6) perception and non-linear signs. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials.



# Document Résumés

5

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number. Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

AA — North American Rockwell  
AC — Adult Education  
AL — Linguistics  
CG — Counseling and Personnel Services  
EA — Educational Administration  
EC — Exceptional Children  
EF — Educational Facilities  
EM — Educational Media and Technology  
FL — Foreign Languages, Teaching of  
HE — Higher Education

JC — Junior Colleges  
LI — Library and Information Sciences  
PS — Early Childhood Education  
RC — Rural Education and Small Schools  
RE — Reading  
SE — Science Education  
SP — Teacher Education  
TE — Teaching of English  
UD — Disadvantaged  
VT — Vocational and Technical Education

**ED 028 307** 24 AA 000 343  
O'Dowd, Donald D. Beardslee, David C.  
Development and Consistency of Student Images  
of Occupations.

Michigan State Univ., Rochester. Oakland Univ.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Bureau No—BR-5-0858

Pub Date Jun 67

Contract—SAE9160

Note—316p.

**EDRS Price MF-\$15.90 HC-\$1.25**

Descriptors—Changing Attitudes, College Faculty, \*College Students, High School Students, \*Longitudinal Studies, Occupational Guidance, Personal Interests, Personal Values, \*Professional Occupations, Profile Evaluation, Questionnaires, Social Psychology, Socioeconomic Status, \*Student Attitudes, Student Opinion, Work Attitudes, Working Women

Identifiers—\*Occupational Images

This study of the images of occupations is based on the assumption that the world of work is of primary importance to young people choosing a career. Data were collected by use of the occupations questionnaire which was designed so that a respondent was asked to rate each of 15 occupations, on 34 two-ended, seven-point rating scales. The target population was students involved directly in college education, and the verbal system is that associated with the titles of major high-level professions and occupations. The marked agreement between all groups of subjects indicates that all college and university students in the United States share in one main system of beliefs about the higher level occupational world, and that the images are formed in early pre-high school years. Detailed analyses and charts support the many specific hypotheses and explorations.

**ED 028 308** AA 000 344

Groberg, Edith H.

Review of Research 1965 to 1969.

Office of Economic Opportunity, Washington, D.C.

Report No—P-6108-13

Pub Date Jun 69

Note—58p.

**EDRS Price MF-\$0.50 HC-\$3.00**

Descriptors—\*Cognitive Ability, Demonstration Programs, Evaluation Techniques, \*Language, \*Parent Participation, Research Methodology, Research Reviews (Publications), \*Self Concept, \*Teacher Participation  
Identifiers—\*Project Headstart

This review of research and demonstration projects includes only those projects supported by

the Research and Evaluation Office. No attempt is made to relate these projects or their findings to projects supported by other agencies or institutions. Further, this review excludes all national evaluation studies, i.e., those studies utilizing national samples on the basis of a national evaluation design. They are reported separately. Since the first research and demonstration funding during the summer of 1965, the categories of research and demonstration have tended to become the following: (1) Sub-population Characteristics: (a) Language, (b) Cognitive, Intellectual, and Achievement Behavior, (c) Social-emotional Behavior and Self-Concept; (2) Demonstration Programs; (3) Teacher Characteristics; (4) Parent Participation; (5) Head Start and the Community; and (6) Follow-up. (JL)

**ED 028 309** AA 000 345

Higher Education: A Bibliography of Documents

Selected from Research in Education, 1968.

General Bibliography No. 1.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—77p.

**EDRS Price MF-\$0.50 HC-\$3.95**

Descriptors—\*Bibliographies, \*Educational Research, \*Higher Education, Information Retrieval, \*Research Reviews (Publications)

The selected documents on higher education that are compiled in this bibliography were abstracted during 1968 for inclusion in the U.S. Office of Education's monthly publication, Research in Education (RIE). The materials were abstracted by clearinghouses in the ERIC system other than the one on higher education. The bibliography contains 628 entries, with the materials classified into 12 subject areas: administration, counseling and guidance, curriculum, facilities, faculty, finance, foreign countries, graduate and professional education, libraries, research, technology, and university extension. For each entry, helpful data about the document are provided such as date published, where to obtain a copy, prices for microfiche and hard copy, and the issue of RIE in which the abstract appeared. A subject index refers the reader to documents in any or all categories that deal with a particular topic. (WM)

**ED 028 310** AA 000 346

Dunn, Mary K., Comp. Harris, Larry A., Comp.

Research on Elementary Reading: Word Recognition. ERIC/CRIER Reading Review Series,

Volume 2, Bibliography 17.

Indiana Univ., Bloomington.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Pub Date Jun 69

Note—119p.

**EDRS Price MF-\$0.50 HC-\$6.05**

Descriptors—\*Annotated Bibliographies, Elementary Education, \*Reading Instruction, \*Reading Research, Reading Skills, \*Word Recognition

Research on word recognition is listed in two sections: Part 1, 1950 to the present, and Part 2, 1900-1949. Citations in each section are alphabetized according to the author's last name and are followed by descriptive abstracts in Part 1 and by brief annotations in Part 2. In order to make this bibliography helpful to users with varying concepts of word recognition, documents were selected according to a broad definition which considers word recognition any means of attacking new or partly known words. Included are documents ranging from those which discuss innovative teaching orthographies. Source material was drawn from the seven basic references of the ERIC/CRIER document collection: "Published Research Literature in Reading, 1964-1966," "Published Research Literature in Reading, 1950-1963," "Published Research Literature in Reading, 1900-1949," "USOE Sponsored Research on Reading," "Recent Doctoral Dissertation Research in Reading," "International Reading Association Conference Proceedings Reports on Elementary Reading," and "International Reading Association Conference Proceedings Reports on Secondary Reading."

**ED 028 311**

AC 002 118

Khan, Ghulam Subhani

Training of Extension Personnel in Pakistan and the United States of America. Special Problems Report.

Washington State Univ., Pullman.

Pub Date Jan 65

Note—95p.; Master of Extension Thesis.

**EDRS Price MF-\$0.50 HC-\$4.85**

Descriptors—Colleges, Counseling Services, Curriculum, \*Extension Agents, Graduate Study, Human Relations, Inservice Education, Interagency Cooperation, Masters Theses, Personnel Selection, Problem Solving, \*Professional Continuing Education, \*Professional Education, Research Skills, \*Rural Extension, Specialization, State Agencies, Youth Programs  
Identifiers—\*Pakistan

The study explored how extension personnel in Pakistan and the United States are selected and trained. Criteria for selection training curricula, areas of specialization, entry into professional practice, conducting of extension work, and extent of inservice training given to overcome problems and difficulties, were studied. Suggestions for improvement of training in Pakistan are made where applicable. A brief description of

the geography, village people, and problems is provided. A need for improvement was identified for such areas as practical training of agents, youth work training, research, counseling services, provision of graduate work, cooperation between extension training institutions and field departments, and training in extension education methods and human relations. (pt)

ED 028 312 AC 002 455

Stevenson, John Lovett

A Comparative Study of Residential and Non-residential Adult Religious Education Programs. Indiana Univ., Bloomington.

Pub Date Jun 68

Note—250p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-15,467, MF \$3.25, Xerography \$11.25)

Document Not Available from EDRS.

Descriptors—\*Adult Education Programs, Camping, Changing Attitudes, \*Church Programs, Discussion Groups, Doctoral Theses, Evening Programs, Family Income, Interaction Process Analysis, Knowledge Level, \*Money Management, \*Religious Education, Research, \*Residential Programs, Volunteers, Weekend Programs

In a study to measure, compare, and evaluate differential effects of three methods of adult religious education, three experimental groups spent 320 minutes in four discussion meetings with a trained leader and an observer, the latter recording the group Interaction Process Analysis Profile (IPA). The treatment of group I (nine persons) was conducted during a weekend in residence at a campsite. Group II (12 persons) experienced a concentrated, but not residential, weekend program in their local church. Group III (11 persons) met four consecutive Sunday nights at their church. There was a 12-person control group. A knowledge achievement instrument of 20 multiple-choice items and a Likert-type attitude scale were administered as a pretest, a posttest, and a 90-day followup test to all four groups. Results indicated that none of the four discussion meetings were sufficient to effect significant knowledge gain or attitude change. Both weekend programs were superior to the week-by-week treatment in affecting, in subjects, the desire to increase, and within three months actually increase, the percentage of personal or family income given to the church. A Bales IPA profile for adult volunteer religious education groups was derived from this study for reference in future studies. (author/aj)

ED 028 313 AC 002 993

Shultz, George P. Weber, Arnold R.

Experiments with Retraining.

Pub Date 66

Note—49p.; Chapter 6 in Strategies for the Displaced Worker, by George P. Shultz and Arnold R. Weber.

Available from—Harper & Row, Keystone Industrial Park, Scranton, Pa. 18512 (\$4.95)

Document Not Available from EDRS.

Descriptors—Cooperative Programs, Course Content, Dropout Rate, Educational Facilities, Employment, Equal Opportunities (Jobs), \*Federal Programs, Females, Job Layoff, Labor Market, \*Labor Unions, Negroes, \*Private Agencies, \*Program Evaluation, Scheduling, Segregated Public Facilities, Training Allowances, \*Vocational Retraining, Wages

Identifiers—\*Armour and Company, Fort Worth, Manpower Development and Training Act, Oklahoma City, Sioux City

When Armour and Company faced a shutdown of six plants, it joined in a cooperative program of vocational retraining with two labor unions; an Automation Fund Committee was formed, with representation from management, the unions, and "public" (college professors); and an experimental program in Oklahoma City provided experience which was applied in Fort Worth, Sioux City (under the MDTA program), and Kansas City. Tentative assessment showed that (1) dropout rates were low in Oklahoma City where selection was rigid and lower in Fort Worth, where the program was on a "continuous cycle" and unemployment benefits were provided, than in Sioux City, where there was a fixed schedule and training allowances under MDTA; (2) employment records were best for Fort Worth and better for all retrainees than for nonretrainees; (3) in Sioux City 55.6% of trainees took jobs directly

related to their training and in Fort Worth only 35.5% did so; (4) retrainees earned less in new jobs than they had at Armour, with the Sioux City trainees faring better, but in Fort Worth earnings of the entire group rose over 10% in one year. In review, it seems that these programs are feasible, but adequate and unsegregated educational facilities must be provided, the training program must proceed by stages, and the risk of labor market demand must be accepted. (eb)

ED 028 314 AC 003 178

Showel, Morris

Development of Two Automated Programs for Teaching Military Justice to Men of Various Aptitude Levels.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Report No—DA-44-188-ARO-2; TR-68-8

Pub Date Jun 68

Note—36p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-673-038, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—\*Aptitude, \*Audiovisual Aids, \*Enlisted Men, \*Law Instruction, \*Military Training, Participant Satisfaction, Questionnaires, Research, Retention, Slides, Statistical Data, Tape Recordings, Time Factors (Learning)

In an effort to build programs to teach cognitive-type material to men of widely differing aptitudes, exploratory work was conducted in military justice, one of the more abstract subjects in basic combat training. Objectives were identified and alternative tape and slide training programs developed—one slow-paced (designed for low-aptitude men), the other fast-paced (for high-aptitude men). The programs differed most in speed of presentation and amount of repetition. One group of trainees attended the slow program, and a comparable group, the fast program; both groups were made up of trainees with a similar distribution of AFQT scores. Both groups were tested immediately after the class to measure recall and again four weeks later for retention. A comparable group of trainees was tested before attending any military justice classes to measure entry-level knowledge. Men at all levels of aptitude learned from the programs and tended to remember what they had learned. The programs did not have differential effectiveness for men of different aptitudes. Whatever their aptitude, the trainees who took the fast program were more favorable to it than trainees who took the slow program were toward it. (The document includes tables and figures, a questionnaire, and an appendix on training objectives.) (author/ly)

ED 028 315 AC 003 263

Participation in Public School Adult Education.

Colorado State Dept. of Education, Denver.

Pub Date Oct 68

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Adult Basic Education, \*Classes (Groups of Students), \*Curriculum, \*Enrollment, Equivalency Tests, \*Public School Adult Education, \*School Districts, Secondary Education, Statistical Data

Identifiers—\*Colorado

A report is presented of the total number of classes, class hours, and students in adult education programs conducted by Colorado public schools during the 1967-68 fiscal year. Adult basic education, high school completion, arts and crafts, commercial and business education, homemaking and family life education, hobbies, trade and industrial education, driver education, English and literature, preparation for the General Educational Development (GED) test, and personal grooming, health and safety, and physical education, are the largest program categories. Americanization, public affairs and social sciences, foreign languages, mathematics, science, aviation, music and drama, leadership training and group relations, and other (miscellaneous) courses are also represented. (ly)

ED 028 316 AC 003 280

Ebert, Don Gasholt, Marie

Materials for Teaching Adults to Read. Curriculum Bulletin, No. 292.

Oregon Univ., Eugene. School of Education.

Pub Date Jul 68

Note—20p.

Available from—School of Education, University of Oregon, Eugene, Oregon 97403 (\$7.0)

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—\*Adult Reading Programs, \*Annotated Bibliographies, Biographies, Consumer Economics, Costs, Disadvantaged Groups, English (Second Language), Individualized Programs, Initial Teaching Alphabet, \*Instructional Materials, Instructional Program Divisions, Job Skills, Phonetics, Programmed Texts, Retardation, Sight Method, Teaching Machines, Work Attitudes

An annotated bibliography is designed to be a guide to adult materials for reading instruction; it is arranged alphabetically by publishers, and includes such information as title, author, grade levels, price, binding, and other books in the series. Materials use such approaches as the phonetic, sight, and ITA methods. Instructional techniques include teaching machines, programed texts, records, and other individualized materials. Some materials are recommended for the disadvantaged, retarded, or those for whom English is a second language. The texts include biographies of famous Americans, and information on the world of work, economic and social self sufficiency, and occupational skills. No materials are included for teaching of grammar, spelling, vocabulary development, or social studies. (pt)

ED 028 317 AC 003 282

Correspondence Study: Faculty Evaluation; Phase I of the State-Wide Correspondence Study: Faculty Evaluation.

Washington Univ., Seattle. Office of Institutional Educational Research.

Report No—IER-127-1

Pub Date Nov 68

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Achievement, \*College Faculty, Community Colleges, \*Correspondence Study, Financial Support, \*Higher Education, Learning Motivation, Professional Recognition, \*Program Administration, \*Program Evaluation, Program Improvement, Student Teacher Relationship, Teacher Salaries

Identifiers—Washington State

The first of a two-part evaluation of correspondence studies in the State of Washington was concerned with opinion, descriptions, and recommendations of faculty at four state institutions on (1) how the faculty member is affected personally, (2) how students are affected, and (3) program improvement. Interviews collected data from 100 faculty members, who were categorized as those who had or had not taught by correspondence in the past, or were currently teaching. A need was found for better remuneration and for professional recognition for correspondence teaching. The administration should specify the institutional commitment to correspondence studies, the resources it will allocate, and the recognition and reward it will give to participating faculty. All faculty felt that the State had a definite commitment to its citizens to provide correspondence courses. Correspondence programs might be made more effective by establishing a central organization for correspondence and continuing education services; by eliminating duplications in the state; or by inviting the participation of the community colleges. The State should provide monetary support for correspondence courses for college credit. (pt)

ED 028 318 AC 003 283

Civilian Pilot Training Skills, Curricula, and

Costs; Defense and Commercial Pilot Procurement, Training and Career Systems. Interim

Report. Volume I and Volume II, March 1968.

Logistics Management Inst., Washington, D.C.

Report No—SD-271

Pub Date Mar 68

Note—254p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-830-166, MF \$6.5, HC \$3.00; AD-830-167, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—\*Course Content, Educational Certificates, \*Flight Training, Health, Instructional Materials, Knowledge Level, \*Performance Criteria, Program Costs, Skill Development \*Standards, Testing, Training Techniques

Identifiers—\*Federal Aviation Administration The Federal Aviation Administration of the Department of Transportation controls civilian



pilot training. Through its regulations and testing and licensing procedures, the FAA sets minimum criteria for course content and knowledge and skill acquisition. Since few training organizations have the economic resources required to do original research in training methods and techniques, the curriculums used and skills imparted in civilian flight training schools may be discovered by study of the appropriate FAA regulations. The FAA certificates and ratings shown below and the types of training given by various schools and organizations are discussed in this report. Information on each includes the knowledge required, the demonstrable skills needed, and the approximate average cost or price. The costs/prices listed below the airline transport certificates (ATR) are additive to the basic certificates listed above the ATR. The costs/prices above the ATR are not additive to each other. (USDRD/f)

ED 028 319 AC 003 296

Borus, Michael E.

**Time Trends in the Benefits From Retraining in Connecticut.** Reprint Series, No. 103. Michigan State Univ., East Lansing. School of Labor and Industrial Relations. Pub Date 67. Note—15p.

Available from—School of Labor and Industrial Relations, Michigan State Univ., East Lansing, Michigan 48823

**Document Not Available from EDRS.**

Descriptors—Age Differences, \*Cost Effectiveness, \*Participant Characteristics, Program Evaluation, Research, Statistical Data, \*Vocational Followup, \*Vocational Retraining, Wages

Information on 288 participants who had been retrained between November 62 and April 1963, was collected by personal interviews and mailed questionnaires, and by earnings histories provided by the Social Security Administration, to discover the actual trends in average retraining benefits and to determine if this trend differed on characteristics of trainees. A basic regression was used to explain earnings in each of the years from 1962-66, considering such variables as sex, marital status, job status of nontrainees, age, education, number of dependents, extrapolated 1960 earnings, length of training course, and training status. It was found that benefits from retraining continued to accrue for each of the five years following the course, with an average gain in earnings of \$5,834. The average gain from retraining for the five year period was only influenced by age, with greatest increases in earnings among trainees between 30 and 35. This influence of age did not become significant until the third year following the courses, illustrating the limitations of benefit-cost analyses which focus on short term gains. Recommendations are made upon these findings. (pt)

ED 028 320 AC 003 297

Stryer, W.E.

**An Anglo-American Experiment; A Record of an Experiment in Co-operation Between ... the University of Hull, England, and the ... School of Liberal and Applied Studies of the University of Rochester, 1963-67.** New York.

Eastern Kentucky Univ., Richmond. School of Law Enforcement. Pub Date 68.

Note—42p.

Available from—The Dept. of Adult Education, Univ. of Hull, Hull, Yorkshire, England (£1.00).

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—\*Adult Education, Age Groups, Culture Contact, Industrial Personnel, \*Instructional Trips, Interinstitutional Cooperation, Negroes, Race Relations, Sex Differences, \*Student Exchange Programs, \*Summer Programs, \*University Extension

Identifiers—Hull University, University of Rochester

The main aim of this 1963-67 exchange program was to try, under the auspices of both a British and an American university (Hull and Rochester, New York,) to develop relations between the two communities involved, and to enable participants to become better acquainted with the host country than would be possible through the usual kind of vacation visit. Five two-week University of Rochester summer schools, attended by a total of 472 Britishers of widely

varied ages and occupations, were the central part of this experiment. Lectures, discussion, industrial visits, and local tours were the principal activities, although the itineraries and program themes varied from year to year. In particular, British participants tended to withhold criticism and to report increased knowledge and appreciation of many aspects of life and work in the United States. A visit to Hull by two Negro leaders from Rochester, and the attendance of 24 Americans at an Anglo-American summer school in 1966, were among the other highlights of the exchange program. (The document includes anecdotes and brief program descriptions). (ly)

ED 028 321 AC 003 298

Winters, Clifford L., Jr.

**Some Unfinished Business in Continuing Education.** "From the Dean's Desk."

Pub Date Jan 69

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Creativity, Educational Administration, \*Professional Associations, Program Planning, \*Resource Allocations, \*Staff Improvement, \*University Extension

Continuing education programs are criticized for their lack of creative program planning, inadequate staffing, insufficient funding, and weak professional organizations. It is suggested that graduate programs in continuing education need to appeal to and develop professionals who are applied social scientists, have a working knowledge of educational tools, and have extensive experience with adults, in order to upgrade faculty for development of creative programs. Funds need to be sought to finance research on community educational needs, scholarships, and educational expansion and replacement. Strengthening and unifying professional organizations can provide an effective tool for solving such problems. Continuing higher education has good administrators, budget management, and organization of professional literature, from which to draw strength for necessary improvements. (pt)

ED 028 322 AC 003 299

**A Conspectus of Management Courses.**

British Inst. of Management, London (England).

Pub Date Jan 68

Note—308p.; Seventh edition.

Available from—British Institute of Management, Management House, 80 Fetter Lane, London, E.C. 4, England (63s).

**Document Not Available from EDRS.**

Descriptors—Automation, \*Colleges, Communication Skills, Computers, \*Continuing Education Centers, \*Course Descriptions, Credit Courses, Decision Making, Economics, Human Relations, \*Management Development, Marketing, Mathematics, Money Management, Personnel, Productivity, Psychology, Sociology, Student Costs, \*Universities

Identifiers—Diploma in Management Studies, Great Britain

This catalog of management courses lists only Diploma in Management Studies available in the British Isles at business schools, universities, colleges of technology, commerce, and further education, and selected independent colleges, management consultants centers, adult education colleges, professional institutions, and private organizations. The information is presented in three sections—(1) reference grid pages, (2) institution pages, and (3) course descriptions, under the type of institution which gives them (universities, colleges, or independent centers), and includes titles, names and addresses of centers, duration, management level, qualification required, costs, and frequency. No undergraduate courses and only those of five days or longer are listed under the five categories of general management, functional management (finances, production, marketing, personnel, training), management techniques (automation, computers, management services), management skills (Communications, decision making, human relations), and background courses (mathematics, economics, sociology, psychology). (pt)

ED 028 323 AC 003 300

**Adult Education in 1968; The Year Book of the National Institute of Adult Education (England and Wales) and the Scottish Institute of Adult Education.**

Pub Date 68

Note—112p.

Available from—National Institute of Adult Education, 35 Queen Anne St., London W.1, England (10s 6d).

**Document Not Available from EDRS.**

Descriptors—\*Adult Education, \*Directories, Educational Legislation, Educational Radio, Educational Television, General Education, \*Historical Reviews, Industrial Training, International Organizations, Labor Education, \*National Organizations, \*National Surveys, Professional Continuing Education, Publications, Residential Programs, University Extension, Voluntary Agencies

Identifiers—Great Britain

This 1968 yearbook of adult education in Great Britain contains the following: (1) an annual review of activities; (2) a directory of the National Institute of Adult Education, the Department of Education and Science, and organizations in residential education, labor education, armed forces education, educational broadcasting, industrial training, and other phases of adult education in England and Wales; (3) a list of 134 studies in adult education (publications from 1 April 1967 to 31 March 1968); (4) abstracts of relevant legislation and regulations; (5) Education Authority provisions, colleges and universities, conferences and courses, principal adult education organizations and publications, and local Education Committee offices in Scotland; and (6) overseas contacts with international organizations and with Africa, Australia and New Zealand, Asia, Europe, and North America. Enrollment increases in selected localities, new facilities, program expansion and innovations in Rochdale (Derbyshire), staff training activities, university extension, changes within the Workers' Educational Association, and the creation of the Open University (a new venture in university adult education and educational broadcasting) are among the events and topics covered. An index is included. (ly)

ED 028 324 AC 003 322

Blackwood, Helen Trent, Curtis

**A Comparison of the Effectiveness of Face-to-Face and Remote Teaching in Communicating Educational Information to Adults.** Extension Study 4. Kansas State Univ., Manhattan. Extension Service.

Pub Date Oct 68

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Adult Learning, Age Groups, Attitudes, Comparative Analysis, Females, Knowledge Level, \*Lecture, Money Management, \*Participant Characteristics, \*Program Effectiveness, Research, \*Rural Extension, Scheduling, \*Telephone Instruction

Research studied the effectiveness of class lecture as compared to telelecture, and the association between amount learned and the personal and situational factors of age, level of education, time of day, and attitude. Pretests and posttests collected level of knowledge and personal information from 71 women during a short course on Money Management given by University Extension Specialists in Reno County. The sample was randomly divided into an experimental and control group. It was found that no significant difference in amount of learning existed. Several tendencies, not statistically significant, were revealed: age was negatively associated with amount learned; level of education was positively associated with pre and posttest scores; scores were higher in the afternoon than morning, although attitudes were higher in the morning. It was concluded that either teaching technique could be used resulting in similar amounts of learning. Implications for extension workers and use of remote teaching techniques are included. (pt)

ED 028 325 AC 003 408

Babcock, Elaine P.

**Training and Development Announcement; A Comprehensive Review of the Department of the Army Management Intern Program, August 1968.**

Department of Army, Washington, D.C. Staff Civilian Personnel Div.

Pub Date 69

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—\*Armed Forces, College Majors, Degrees (Titles), Females, \*Government Employees, Graduate Study, \*Internship Programs, Job Tenure, \*Management Education, Recruit-

ment, Statistical Data, Universities, Work Experience

A comprehensive review of the Department of the Army Management Intern Program, August, 1968, presents details about the aims of the program, the recruitment procedure, the characteristics (including qualification) of the participants, and the achievement and rate of promotion of these individuals who are being trained for civilian careers in the army. A comparison is made between the achievement of participants who have had graduate training and those who have not and the facts are supported by statistics. Also statistically presented is the ability of the program to retain those who are trained and the degree to which women are included among those trained. Appendix one lists the college majors of army management interns and appendix two the universities issuing degrees to them. (For information about the program in 1962-66 see AC 003 409). (nl)

**ED 028 326** AC 003 410  
**Identification of Management and Personnel Responsibility to Provide and Accept Opportunities for Improvement Thru Vocational and Educational Programs. Evaluation of PROJECT IMPROVE.**

United States Coast Guard, Washington, D.C. Office of Personnel.

Report No.—RR-5311.5

Pub Date Jul 66

Note—53p.

**EDRS Price MF-\$0.25 HC-\$2.75**

Descriptors—Academic Achievement, \*Armed Forces, Caucasians, \*Educational Needs, Employment Level, Equipment Maintenance, Females, \*Government Employees, Males, Negroes, \*Off the Job Training, Self Actualization, \*Testing Programs

Identifiers—Project Improve, \*United States Coast Guard

Project Improve, the new title for the Coast Guard Aircraft Repair and Supply Center (AR&SC) Testing and Counseling Program in Elizabeth City, N.C., expresses the idea of this study: to assist all employees in gaining better understanding of their full potential and their training needs. The results of Project Improve are listed in tables throughout this study, implying that it has worked effectively for the AR&SC; it can be considered a prototype for other Coast Guard centers; it would not necessarily have the same results under different conditions; and a more detailed evaluation of it must wait until the program's effect has brought about empirically measurable changes. Results showed increases in employee participation in educational opportunities; increases in employee productivity and morale; a favorable reception to the program by the community educational institutions, the local union, and employees; participation in after hours training inversely related to both educational level and job position level; and no increase in personnel or budget of AR&SC necessary for the program. (Appendixes contain letters and announcements pertaining to the program.) (j)

**ED 028 327** AC 003 520

Dow, June Barth

**Characteristics of Noncredit University Extension Students.**

California Univ., Los Angeles.

Pub Date 65

Note—195p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich., 48106 (Order No. 65-12,655, MF \$3.00, Xerography \$8.80).

**Document Not Available from EDRS.**

Descriptors—\*Adult Students, Comprehension Development, Course Content, Doctoral Theses, Group Experience, Independent Study, Interpersonal Relationship, Learning Motivation, Leisure Time, Mass Media, \*Noncredit Courses, \*Participant Characteristics, Peer Relationship, \*Psychological Characteristics, Questionnaires, \*University Extension

Characteristics of noncredit University Extension enrollees of 1964 were studied further to explore Houle's typology of the continuous learner. A structured questionnaire composed of 47 items was presented to 24 participants in interview sessions. It was found that most participants did not fit Houle's classification of being activity-oriented; a few fitted the category of being learning-oriented; and none were goal-oriented learners. Course content was the most important

determinant of enrollment, although there was more motivation to seek insight and understanding than facts. Participants read and appreciated nature in leisure time; sought interpersonal relationships supportive of their quest for personal growth through learning; were little influenced by peer's opinions or criticism; and did not use self study, correspondence instruction, or mass media for educational purposes. Group interaction in extension programs was not valued for the social experience but was perceived as an aid to achieving synthesis of knowledge. (author/pt)

**ED 028 328** AC 003 535

Marx, Lucy Ann

**The Use of Whiteheadian Principles in University Adult Education.**

Chicago Univ., Ill.

Pub Date 65

Note—248p.; Ph. D. Thesis.

Available from—Dept. of Photoduplication, The University of Chicago Library, Swift Hall, Chicago, Ill. 60637

**Document Not Available from EDRS.**

Descriptors—\*Adult Education, \*Educational Objectives, \*Educational Philosophy, Educational Policy, Individual Development, \*Philosophy, Program Development, Universities, \*Values

Identifiers—\*Alfred North Whitehead

This study examines the philosophy of Alfred North Whitehead to determine his theory of value and apply it to the principles, objectives, and positions of university adult education. Whitehead's value criteria are applied to the two major statements on policy of university adult education, which the writer feels are inadequate: the National University Education Association position paper and the Scope Report of the Cooperative Extension Service. Besides finding these written positions deficient, the author views the current approaches to program development in university adult education—the community approach and the individual goal approach—not only incomplete, but insufficient in setting forth aims of adult education, since neither has a specific and unambiguous stance toward goals and objectives. It is felt that one of the most important contributions Whitehead can make to the field of university adult education is to offer a philosophical framework that encompasses both positions. Whitehead's educational aims are built around his concern for the individual, yet parallel to this individualistic emphasis is his recognition of man's essential involvement in his universe or community. Both views are expressed in his doctrine of the nature of man as an individual in the midst of the unity of the universe. (se)

**ED 028 329** AC 003 683

Carter, R. Phillip, Ed. Short, Verl M., Ed.

**Speaking About Adults and the Continuing Educational Process. Proceedings of the Adult Basic Education Workshop (Northern Illinois University, June 13-24, 1966).**

Northern Illinois Univ., De Kalb.

Pub Date Feb 67

Note—159p.

**EDRS Price MF-\$0.75 HC-\$8.05**

Descriptors—\*Adult Basic Education, Adult Counseling, \*Adult Learning, Citizenship, Classroom Environment, Concept Formation, Educational Legislation, Group Dynamics, Instructional Materials, Mathematics, \*Program Planning, Reading Instruction, Social Studies, \*Teaching Techniques, Testing

The papers composing this document were presented during the Workshop for Teachers on Adult Basic Education, which sought to provide participants with an understanding of the adult learner, insights regarding program planning, and techniques and procedures for effective teaching. They were intended to provide experienced adult educators with a current view of significant issues and resources, and students in preservice or inservice training with a basic reference and overview regarding adult basic education. Among subjects discussed were: classroom climate, cultural values, developmental tasks, recruitment and retention, program individualizations, testing, counseling, relating to the adult learner, understanding group interaction and behavior, experience in concept building, selection of instructional materials, evaluation, social studies and citizenship, practical mathematics and basic reading instruction. The appendix includes legislation which affects the adult educator. (pt)

**ED 028 330** AC 003 727

Miller, Marilyn V., Ed.

**On Teaching Adults: An Anthology.**

Center for the Study of Liberal Education for Adults, Brookline, Mass.

Pub Date May 60

Note—106p.

**EDRS Price MF-\$0.50 HC-\$5.40**

Descriptors—Adult Characteristics, \*Adult Education, \*Adult Educators, Adult Learning, \*Adult Students, Age, Classroom Environment, College Faculty, \*Educational Philosophy, Evening Colleges, Motivation, \*Teacher Responsibility, Universities

The bulk of this anthology treats adults as different from adolescents, in learning and in other respects, and the resultant demands which these differences make upon flexible, conscientious teachers of adults. Three essays deal with an overall view of adult education, its challenges, problems, and rewards. Other essays are concerned with the position of the university in adult education, the pressures upon it from without and within, and the philosophy of education, (the nature of knowledge, the values of a liberal education, and an evaluation of both teaching and learning). Several articles discuss teachers of adults, the types of people they are, types of responsibilities they have, and the qualities that are appropriate to a good teacher. The nature of the adult, his roles, attitudes, learning abilities—as well as general principles of good teaching of adults, including how adult teaching differs from other kinds of teaching and the limits of pedagogical authority—are also considered. (se)

**ED 028 331** AC 003 750

**Adult Education Statistics, 1968-69.**

National Education Association, Washington, D.C. Research Div.

Report No.—RM-1968-16

Pub Date 68

Note—18p.

Available from—National Education Assn., 1201 16th St., N.W., Washington, D.C. 20036 (\$5.00)

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—Elementary Education, Enrollment, \*Organization Size (Groups), Part Time Teachers, \*Public School Adult Education, Questionnaires, Secondary Education, \*Statistical Data, Teacher Qualifications, \*Teachers, \*Teacher Salaries

This report provides statistical information on adult education programs in school systems with enrollments of 6,000 or more. Data were obtained from the questionnaire used in connection with the Research Division's annual salary schedule studies. Three summary tables as well as listing of the individual systems are included. Table I shows, by enrollment groups, the number of reporting systems with enrollments of 6,000 or more; table II reports the enrollment and number of teachers in elementary and/or secondary school systems and in adult education programs; table III indicates the distribution of maximum hourly rates paid to adult education teachers as well as means, medians, and ranges of the rates. This report is not an all inclusive study of adult education programs throughout the United States. The summary tables contain data only on those systems in the individual listing. (nl)

**ED 028 332** AC 003 761

Stout, Ronald M., Ed.

**Local Government In-Service Training: An Annotated Bibliography.**

State Univ. of New York, Albany. Graduate School of Public Affairs.

Spons Agency—Government Affairs Foundation, Inc., Albany, N.Y.

Pub Date Apr 68

Note—88p.

Available from—Graduate School of Public Affairs, State University of New York, 1223 Western Avenue, Albany, New York 12203

**Document Not Available from EDRS.**

Descriptors—Administrative Personnel, \*Annotated Bibliographies, Clerical Occupations, \*Community, Finance Occupations, Fire Fighters, \*Government Employees, \*Inservice Education, Occupations, Police, Professional Personnel, Public Facilities, Public Health, \*Public Officials, Specialists, Welfare

This bibliography on inservice training is divided into four major categories: (1) Local Government Training in General; (2) Training



Generalist Officials and Administrators; (3) Training Personnel in Functional Fields; (4) Bibliographies. Coverage includes elected representatives and executives; appointed managers, executives, and supervisors; and interns and trainees; together with such services and specialized functions as: correction, juvenile delinquency, probation, and parole; finance and records; fire protection; public health; library services; planning, housing, and community development; police education; public works; parks and recreation; water and sewage; and welfare. There is an index of personal and corporate authors. (ly)

**ED 028 333** AC 003 766

*Palmer, Robert And Others*

**Leadership Skills in Adult Basic Education: A Resource Document and Workshop Report.**

Florida State Univ., Tallahassee. Dept. of Adult Education.

Pub Date 69

Note—110p.; Based on the Southeastern Institute for Teacher Trainers in Adult Basic Education (Tallahassee, Florida, July 8-26, 1968).

**EDRS Price MF-\$0.50 HC-\$5.60**

Descriptors—\*Adult Basic Education, Bibliographies, Community Relations, Community Resources, Consumer Education, Diagnostic Teaching, Family Life Education, Group Instruction, Handwriting, Individualized Instruction, Instructional Materials, Learning Motivation, Motivation, Parent Child Relationship, Personal Growth, Program Evaluation, Recruitment, \*Teacher Education, \*Teacher Role

Selected institute addresses, group reports, and other material useful for teaching or administering public programs in adult basic education (ABE) are included in this report. Address topics include: Adult Basic Education; The Role of the ABE Teacher; Group Methods for Teaching in ABE; Training Teachers for Teaching Writing Skills in Adult Basic Education; and The Diagnostic Approach to Teaching Adults. Group reports include discussion of: development of self concept through prevocational training; individualized instruction; family life; parent child relationships; and consumer education; ABE for the community with emphasis on public relations; motivation; recruitment; and using community resources. The appendixes contain an institute evaluation, questionnaires, bibliography, sources of instructional material, and institute participants. (pt)

**ED 028 334** AC 003 786

*Pound, Jack K. Slack, Vivian M.*

**NASA and the Federal Management Intern Program.**

National Aeronautics and Space Administration, Washington, D.C. Program Management Branch.

Pub Date [67]

Note—69p.

**EDRS Price MF-\$0.50 HC-\$3.55**

Descriptors—\*Administrative Personnel, Age Differences, Career Planning, Followup Studies, \*Government Employees, \*Internship Programs, Job Tenure, Personnel Selection, \*Program Evaluation, Recruitment, Talent Identification, Universities

Identifiers—\*National Aeronautics and Space Administration

A review of NASA Federal Management Intern (MI) programs indicates potential for identification, attraction, and early development of successful administrative management employees, but suggests that successful development of managers is a function of the long-term care with which an agency pursues MI programs. A recent study of separations in NASA indicates that the loss rate is highest among younger employees, particularly in the administrative-management occupations. This indicates a need for more follow-up on the careers of young NASA people. Controllable conditions under which MI programs will best serve some of the agency's long range manpower requirements include: (1) clearing and agreeing upon the MI program objectives and plans by high and intermediate levels of agency management; (2) at least one policy level individual's active participation in the program is needed; (3) MI programs thrive for the long term only when their products earn status in the eyes of management; (4) MI program directors must be responsible for and have commensurate authority to react in the best interests of the pro-

gram and the NASA mission; (5) MI programs should be tailored to the manpower needs and resources of each center. (Eleven charts are included in the study.) (dm)

**ED 028 335** AC 003 843

**Older Workers Training and Employment Program.**

John F. Kennedy Family Service Center, Inc., Charlestown, Mass.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date Apr 67

Note—234p.

**EDRS Price MF-\$1.00 HC-\$11.80**

Descriptors—Community Support, Counseling Services, \*Employment Programs, Federal Aid, Health Services, Industry, \*Interagency Coordination, \*Job Training, Legal Aid, \*Middle Aged, Participant Characteristics, Private Agencies, Program Administration, Recruitment, Universities, Welfare Services

The John F. Kennedy Service Center in Charlestown, Massachusetts, was set up to help older workers find employment and it coordinates health, education, employment, and welfare services and legal aid. The Federation of Charlestown Organizations, area colleges and universities, public and private industry, and social agencies have contributed to its development. The program aims to locate, identify, and motivate the older adult; to direct his selection of a job and preparation for it; to place him in a job; or create a new job for him. Informal recruitment methods have been found most effective; these include direct contact or promotion by church, business, union, or fraternal service groups, and the Massachusetts Division of Security. The average applicant at the Center is 45 or over, with few job opportunities, poor morale, and lack of confidence; he has been forced into retirement prematurely and has a restrictive pension and insurance plan. The program has served 479 applicants and placed 316 successfully. (Detailed statistical data and forms used at the Center are included.) (pt)

**ED 028 336** AC 003 844

*Mulvey, Mary C. Schaefer, Carol*

**Recommendations for Adult Education Program for "Model Schools" Program for 1968-1969 School Year and Long-Range Plans for Adult Education Center.**

Providence Public Schools, R.I.

Pub Date Jun 68

Note—59p.

**EDRS Price MF-\$0.50 HC-\$3.05**

Descriptors—Adult Basic Education, Advisory Committees, \*Cultural Enrichment, \*Educational Improvement, Educational Television, \*Guidance Services, Information Services, Instructional Films, Leadership Training, Leisure Time, Low Income, \*Public School Adult Education, Retirement, Vocational Retraining, Womens Education

Identifiers—Project ARISE

The preliminary report provides suggestions for improvement and expansion of adult and continuing education programs, cultural enrichment, and guidance services to raise the educational and economic level of the Providence community. Short range goals emphasize meeting the needs of the lower income groups through Adult Basic Education and English as a second language, high school equivalency, job retraining, womens education, and education for leisure and retirement. Long range goals include formal credit courses beyond high school level, studies for everyday living, training for volunteer work and community leadership, counseling and guidance programs, and career oriented adult education. Current programs are described and include Project ARISE (Adult Referral and Information Service in Education), Community Schools, Central Evening School, Office of Guidance and Placement, and the Transitional Room. Recommendations for funding a short range program beginning September 1968 include publication and distribution of an ARISE Directory, coordination and supervision of community schools, enlarging the scope of the TV High School, the addition of Movie High School, and provision of additional transitional rooms to provide an adult atmosphere. Long range plans and a list of advisory committee members are also included. (pt)

**ED 028 337** AC 003 847

*VanMeter, Earl Leroy*

**The Administrative Functions of the County Extension Director in Kansas.**

Kansas State Univ., Manhattan.

Pub Date 68

Note—100p.; M.S. Thesis.

**EDRS Price MF-\$0.50 HC-\$5.10**

Descriptors—\*Administrative Personnel, Age Differences, Agricultural Personnel, Bibliographies, \*County Officials, \*Extension Agents, Masters Theses, Questionnaires, \*Role Perception, \*Rural Extension, Sex Differences

The purpose of this study was to clarify the administrative functions of the Kansas county extension director through the process of role analysis. Respondents included four groups: all Kansas county extension directors, professional co-workers, county agricultural extension council executive board members in the selected counties, and selected state extension administrators. Data were gathered through a questionnaire, personally administered. The respondents were asked to indicate how important they perceived the different selected administrative duties to be by scoring them on a five point scale, five being the most important and one the least important. The methods used in analysis were: mean weighted score, rank order coefficient of correlation, and coefficient of concordance. The study showed that there was more agreement among the respondents as to the rank order of importance of administrative functions of the county extension director than was anticipated. The age variable showed more relationship to the ranking of importance than did any other variable. Sex was the next most important variable studied. (The appendix contains tables, questionnaire, letters, and a bibliography.) (author/nl)

**ED 028 338** AC 003 849

*Schroeder, Mary Doris*

**The Role of the District Extension Home Economist in Kansas.**

Kansas State Univ., Manhattan. School of Education.

Pub Date 68

Note—101p.; M.S. Thesis.

Available from—Library, Kansas State University, Manhattan, Kansas 66504

Document Not Available from EDRS.

Descriptors—\*Administrator Attitudes, Age, Continuous Learning, Counseling, Educational Background, Educational Coordination, \*Extension Agents, \*Home Economics, Investigations, Program Planning, Questionnaires, \*Role Perception, Statistical Data, Urbanization, Work Experience

Identifiers—\*Cooperative Extension Service, Kansas

The role of the district extension home economist in Kansas was studied by collecting role perceptions from the home economics personnel in the Kansas Cooperative Extension Service. Questionnaires collected from 86 county extension economists, four district home economists, and five district extension supervisors, rated importance "given" and "ideally should be given" to fifteen functions of the district extension home economists. Mean weighted scores were computed for each of the three groups and the Spearman rank difference correlations used to measure agreement between rankings of duties and responsibilities. Results showed that some agreement among the three respondent groups existed with the five most important functions being: (1) keeping up to date, (2) training agents, (3) coordinating county work with specialists, (4) programing, and (5) counseling on professional problems. There was high agreement between emphasis that should be given and that was being given to functions as perceived by respondent groups, with the district extension home economists least satisfied. They felt more emphasis should be given to keeping up to date and evaluating staff performance. Age, experience, completion of an extension education course or induction training, and degree of urbanization of the county seemed to be important factors in the ranking process. (author/pt)

**ED 028 339** AC 003 850

*Goff, Maurice L.*

**Survey of Present Methods of Follow-up of Public Post Secondary School Graduates in Cooperative and Preparatory Vocational Programs and Development of a Follow-up Procedure.**

Wyoming Univ., Laramie.

Pub Date Jan 68

Note—221p.; Ed. D. Thesis.

Available from—Library, University of Wyoming, Laramie, Wyoming 82071

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Cooperative Education, \*Data Collection, Doctoral Theses, Educational Administration, Followup Studies, \*Graduates, \*Post Secondary Education, Public Education, Questionnaires, Research, Research Methodology, State Programs, Student Evaluation, \*Technical Education, \*Vocational Education

A study was made to assess followup procedures for gathering information from graduates of public post secondary vocational and technical programs, and to develop an effective procedure involving a minimum of time and money. The procedure developed in this study was designed to supply data requested annually by the U.S. Office of Education. Fifty state directors provided names of 168 local administrators using systematic followups, and gave suggestions for developing a procedure. Findings included the following: (1) followups were almost exclusively conducted at the local level; (2) of 134 local administrator respondents named by state directors as using systematic followups, 15.4% had no graduates; (3) the most common method (used by 30.5% of the local administrators) was to get data from students before graduation; (4) six state directors reported no systematic or reliable local followups; (5) a procedure, usable with either large or small groups, which could provide accurate information was used to some extent by 51.5% of the administrators. The study revealed some neglect in effective evaluation and ascertained objective limitations in constructing followup devices. (author/ly)

ED 028 340 AC 003 876

Continuing Education of Women. Current Information Sources, No. 22.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Pub Date Dec 68

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—Abstracts, Achievement, \*Annotated Bibliographies, Educational Needs, Employment Opportunities, Females, Foreign Countries, Intelligence, Interests, Participation, Role Perception, Sex Differences, Social Factors, \*Womens Education

This annotated bibliography dealing with the continuing education of women contains 143 indexed and abstracted entries arranged under the following headings: Sex Differences in Mental Ability and Achievement; Social Role Related Interests and Needs; Employment Related Interests and Needs; Programs and Participation; and Women's Education in Foreign Countries. Most of the documents are dated from 1965 to 1968. (nl)

ED 028 341 AC 003 946

Studies and Reports Relating to Training and Education, FY 1968.

Civil Service Commission, Washington, D.C.

Pub Date Feb 69

Note—111p.

EDRS Price MF-\$0.50 HC-\$5.65

Descriptors—Career Planning, \*Directories, Educational Needs, \*Federal Programs, \*Government Employees, Health Personnel, Instructional Technology, \*Job Training, Management Development, Manpower Utilization, Military Training, \*Professional Continuing Education, Program Development, Program Evaluation, Research Projects, Skill Development

The 1968 directory of Federal training and education programs has been compiled to encourage wider use of findings by other agencies, to avoid duplication of research efforts, and to stimulate experimentation needed to keep pace with technological progress. Federal agencies report both completed and in-progress studies and include such agencies as Agriculture, Civil Service Commission, Defense, District of Columbia, Health, Education and Welfare, Interior, Justice, Post Office, Transportation, Treasury, and Veterans Administration. Agencies have used their own resources and personnel to perform these studies. The studies were designed to determine needs for training; develop training programs for effective manpower utilization; and to

evaluate specific training programs and particular training methods. Each of the 95 studies reported includes a brief description of the study, performing organization and author, contact for further information, or availability of publication information. Studies are indexed alphabetically. (pt)

ED 028 342 AC 003 952

Aker, George F., Comp.

Adult Education Procedures, Methods and Techniques; A Classified and Annotated Bibliography, 1953-1963.

Syracuse Univ., N.Y. Library of Continuing Education; Syracuse Univ., N.Y. University Coll.

Pub Date 65

Note—163p.

Available from—Syracuse University Press, Box 8, University Station, Syracuse, N.Y. 13210 (\$7.00)

Document Not Available from EDRS.

Descriptors—\*Adult Education, \*Annotated Bibliographies, Community Development, Conferences, Correspondence Study, Group Discussion, Group Instruction, Individual Instruction, Lecture, \*Research, Residential Centers, Role Playing, \*Teaching Methods, \*Teaching Techniques, Workshops

A classified and annotated retrospective bibliography of 705 items is presented in adult education procedures, methods, and techniques. Part 1 contains a bibliography and 27 other general references on description, interpretation, practice, theoretical formulations, and research. Part 2 lists 11 research studies and 41 other works on residential centers for continuing education. The next section lists 53 items on individual methods (37 on correspondence study and 16 on apprenticeship, internship, and tutorial methods). Part 4 lists 363 works on group methods, with 121 on community development, 103 on conferences, 44 on workshops, 36 on study groups, and the rest divided among classes, clinics, conventions, demonstrations, institutes, seminars, laboratories, short courses, and travel. The last section lists 91 works on group discussion, 39 on lecturing, 33 on role playing, and 46 on other techniques (buzz groups, brainstorming, colloquies, debates, forums, interviews, panels, and symposia.) An author index is included. (ly)

ED 028 343 AC 003 955

Tempel, Norman F.

Student Government; Organization and Function in Married-Student Housing Areas of Selected Colleges and Universities.

Wyoming Univ., Laramie.

Pub Date 67

Note—181p.; Ed. D. Thesis.

Available from—Library, University of Wyoming, Laramie, Wyoming 82071

Document Not Available from EDRS.

Descriptors—Attitudes, \*College Housing, \*College Students, Doctoral Theses, Governance, Informal Leadership, Investigations, Maintenance, \*Marital Status, Parking Facilities, \*Participation, Questionnaires, State Legislation, Student Characteristics, \*Student Organizations, Student Problems, Traffic Control

This study, conducted in 12 institutions in Colorado, Wyoming, Utah, Idaho, Montana, New Mexico, and Arizona, investigated the form and function of student government in college and university family housing areas; examined pertinent literature, legislative action, and litigation; sought problems common to students in family housing that could be approached or solved through student government; and analyzed questionnaire data on 659 married students, their needs, and the operational status of student government organization affecting student housing residents. Among the major conclusions were these: (1) the mayor-council plan is the most successful form of self-government structure for married student housing areas; (2) married students are not generally considered as influential in campus affairs as unmarried students, and feel that they are not given an adequate voice in determining housing policies; (3) they are generally satisfied with physical facilities and housing rules and regulations, but there are complaints in some institutions of lack of enforcement; (4) problems are most often related to parking, traffic control, and housing maintenance. Numerous policy and other recommendations were made. (author/ly)

ED 028 344 AC 003 956

Davis, George Wright, Rex

A Study of Certain Characteristics of CDAE Teachers; A Study of Selected Teacher Characteristics and Their Relationship to Adult Teaching.

Pub Date [69]

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Adult Dropouts, \*Adult Education Programs, \*Civil Defense, Intervals, Investigations, Labor Force Nonparticipants, Nonprofessional Personnel, Persistence, Professional Personnel, \*Sex Differences, Statistical Data, \*Teacher Certification, \*Teacher Experience

This study of selected characteristics of local teachers who were trained to teach in the Florida Civil Defense Adult Education (CDAE) program during 1961-1962, examined sex, field of certification, and previous experience in teaching adults. These characteristics were then analyzed to determine which of the trained teachers taught local classes; which teachers delayed before conducting CDAE classes; how many CDAE classes each teacher completed; and from which classes most students dropped out. A greater percentage of the experienced adult education teachers taught local CDAE classes (57%) than did the inexperienced teachers (38%). Of these latter, 22% delayed 90 days before teaching as compared with only 17% of those with an adult education background. Certified adult education had the fewest student dropouts (8%). Next were health and physical education teachers (17%); and most were vocational educational education teachers (18%). (nl)

ED 028 345 AC 003 957

Raymond, George M. Shiffman, Ronald

The Pratt Center for Community Improvement: A University Urban Action Program.

Pratt Institute, Brooklyn, N.Y.

Pub Date 67

Note—14p.; Reprinted from Pratt Planning Papers, January 1967

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—\*Community Education, Community Leaders, Decision Making, Ghetos, Interagency Cooperation, \*Neighborhood Centers, Publications, \*University Extension, \*Urban Extension, \*Urban Renewal

Identifiers—Bedford Stuyvesant, \*Pratt Center for Community Improvement

The Pratt Center for Community Improvement was founded in Brooklyn in 1963 by Pratt Institute. Its aim was to help equalize the knowledge level of city and community representatives concerning issues in urban renewal, and to gain the confidence of local residents and enhance their participation in decision making. Participant education and technical assistance, local and city-wide conferences, a survey of Stuyvesant Heights, a vest-pocket park program, and steps toward a Model Cities program have been among the principal activities to date (1967). The chief result has been that, of all New York City ghetto areas, Bedford-Stuyvesant is the one most ready to receive a Model Cities program. Results have also underlined the importance of consistency of purpose, comprehensive goals, community organization, political neutrality, flexibility in rate of progress and in funding, concentration on operational rather than basic research, improved communication with the municipal bureaucracy, and the special position of the Center within Pratt Institute and in relation to city departments. (ly)

ED 028 346 AC 003 962

Haygood, Kenneth

The University and Community Education. Notes and Essays on Education for Adults, 36.

Center for the Study of Liberal Education for Adults, Brookline, Mass.

Pub Date 62

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—\*Community Development, \*Community Education, Community Service Programs, Educational Experiments, Educational Objectives, Orientation, Program Administration, Program Planning, Role Perception, School Community Relationship, \*Universities

This paper examines community programs sponsored by institutions of higher education; it attempts to define such programs, describe their



elements, clarify inherent problems in their development and execution, and offer some observations on the advantages and disadvantages of the various types. Emphasis is on community service, social reform, community relations, community organization, and other aspects of community development. Institutional objectives are classed as either educational, service, or related to the development of the institution itself. Typical institutional objectives include liberal education, vocational education, community improvement, and a relatively detached stance which stresses research and independent scholarly thought. Also discussed are functions of universities in community development, and factors in financing and administrative organization. Major criticisms (frequent unsubstantiated claims, insufficient attention to educational objectives) are noted, together with suggestions for a more experimental attitude and wider involvement in such experimentation. (ly)

ED 028 347 AC 003 964

Rao, V.K.R.V.

Education and Human Resource Development.

Pub Date 66

Note—220p.

Available from—Allied Publishers, 15 Graham Rd., Ballard Estate, Bombay, India (Rs 15.00)

Document Not Available from EDRS.

Descriptors—Adult Education, Agricultural Education, \*Developing Nations, \*Economic Development, Educational Objectives, \*Educational Planning, Educational Technology, Higher Education, \*Human Resources, Investment, Libraries, \*Manpower Development, Parent Role

Identifiers—\*India

This book, written by an Indian economist, attempts to show the role education and educational planning can play in human resource development. Though the volume is written in the Indian context and the last section is on purely Indian problems (language, youth, and social integration), the broad policies it deals with, the logic it contains, and the facts which are used for illustration are intended to have relevance to the developing economies in general and especially to nations in Asia and Africa which are trying to accelerate their economic growth through planned effort. After discussing the connection between economic growth, human resource development, and education, the book deals with such specific problems as manpower planning, education as investment, the place of higher education, and the technology of education. Two appendices include (1) a reproduction of the author's address to a Conference of State Education Ministers held in June 1965, containing his thinking on educational policies and priorities in India's Fourth Plan; and (2) 12 tables and two graphs all bearing on the Indian situation, but also on other developing countries. (se)

ED 028 348 AC 003 968

Nassau County Vocational Center for Women.

Second Annual Report, January, 1969.

Nassau County Vocational Center for Women, Mineola, N.Y.

Pub Date 69

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Age Groups, Aptitude Tests, Career Choice, Employment Opportunities, Females, Information Services, Interagency Cooperation, Libraries, \*Participant Characteristics, Statistical Data, Testing, \*Vocational Counseling, \*Vocational Training Centers, \*Womens Education, Working Women

The 1968 report of the Nassau County Vocational Center for Women presents the Center's role in providing educational and vocational information and specific referrals to women returning to occupations outside their homes. An analysis is made of the women who enter the labor market and is related to the women now in Nassau County and to the jobs which will be available over the next six years. Further attention goes to descriptions of the: (1) women who visit the center; (2) library and its contents; (3) information and referral services with the latter including colleges, universities, vocational schools, public and private employment agencies, career workshops, testing programs, and placement in county government; (4) in-depth counseling and testing; (5) special programs, events, and speaking engagements; and (6) cooperation with other

community agencies. An attempt is also made to assess the future role of the center. The appendixes supply the following: female labor participation according to age groups (1966-68); the annual statistical report (1968); and the occupational information available at the center. (nl)

ED 028 349 AC 003 969

Brembeck, Cole S. Keith, John P.

Education in Emerging Africa: A Select and Annotated Bibliography. Michigan State University Education in Africa Series 1.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date [62]

Note—156p.

EDRS Price MF-\$0.75 HC-\$7.90

Descriptors—Adult Basic Education, Adult Education, \*Annotated Bibliographies, Books, \*Developing Nations, Educational Administration, \*Educational Change, \*Educational Responsibility, Periodicals, Special Education, Students, Teachers, Teaching, Technical Education, Vocational Education

Identifiers—\*Africa

This selected and annotated bibliography deals with the role of education in social change and attempts to bring together the educational literature relevant to the developing nations of Africa. The educational experiences of the emerging nations provide rich source material for anyone probing the enlarging role of education. Most of the documents are from the 1950s; they cover the following subjects: Administration and Control; Education and Change; Educational Planning; Teachers, Teaching, and Students; Vocational, Technical, and Special Education; and Bibliographies in African Education. Most sections contain three subdivisions: Books; Documents; and Periodicals. (se)

ED 028 350 AC 003 970

Handbook for County Agricultural Extension

Councils 1967.

Kansas State Univ., Manhattan.

Pub Date 67

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—\*Administrative Personnel, \*Administrator Responsibility, Advisory Committees, Agricultural Education, County Officials, Extension Agents, \*Federal Legislation, Financial Support, Home Economics Education, Leadership Training, Personnel Selection, Program Development, Rural Extension, \*State Legislation, Taxes, Youth Clubs

Identifiers—County Agricultural Extension Council Law, \*Smith Lever Act

A handbook for county agricultural extension councils, 1967, traces the history of the organization, examines its purpose and duties, presents the committees and their work, states the criteria for the selection of agents, outlines the responsibilities of these agents, and gives a resume of relevant national and state legislation. The Smith-Lever Act, which was approved May 8, 1914 and which was expanded from time to time until its combination into a single law in 1953, is presented with a congressional definition of extension. Details of the County Agricultural Extension Council Law include: (1) aid of extension councils; (2) conditions under which aid is granted, county appropriations made, budgets approved, and tax levies sanctioned; (3) the operation of county agricultural councils and executive boards (election, program plans, meetings of councils, notice, employees, oaths of board members, bonds of board treasurers, tenure of office, meetings of boards, vacancies in boards and how filled); (4) duties of county treasurers; (5) duties of the executive board secretary; and (6) money and property of county farm bureaus. (nl)

ED 028 351 AC 003 971

Training Program for Louisiana Correctional, Probation and Parole Personnel; A Study of Present and Future Needs. Final Report.

Louisiana State Dept. of Corrections, Baton Rouge.; Louisiana State Univ., Baton Rouge. Div. of Continuing Education.

Spons Agency—Department of Justice, Washington, D.C. Office of Law Enforcement Assistance.

Report No.—LEAA-311

Pub Date Jan 69

Note—102p.

EDRS Price MF-\$0.50 HC-\$5.20

Descriptors—Adult Characteristics, Changing Attitudes, \*Corrective Institutions, Curriculum, \*Educational Needs, Employee Responsibility, Inservice Programs, \*Institutional Personnel, \*Parole Officers, \*Probation Officers, Questionnaires, Statistical Data, Supervisory Training, Surveys

Identifiers—Louisiana

Training needs of probation and parole officers and personnel in penal institutions of Louisiana were determined by surveys of personnel background, education, age, experience, and expressed needs, in order to determine subject matter and potential enrollment of inservice classes. Questionnaires collected information from 53 probation and parole officers which resulted in a one week school involving 27 officers. The curriculum included human behavior and personality disorders, investigations, interviewing, counseling, case analysis, techniques of arrest, interagency cooperation and community resources, leadership, court relationship, narcotics, and out of state problems. The survey of penal institutions resulted in a one week pilot school for 26 correctional officers and supervisors in studies of personnel management, principles of supervision, communications, theories of crime, legal issues, drugs, counseling and management, human relations, public relations, personality disorders, and the custodial process. On the basis of attendee evaluation, both schools were successful in changing attitudes for better work performance. (Questionnaires, class schedules, course descriptions, and statistical data are included.) (pt)

ED 028 352 AC 003 979

Rindt, Kenneth E.

Handbook for Coordinators of Management and

Other Adult Education Programs.

Wisconsin Univ., Madison. University Extension.

Pub Date 68

Note—122p.

Available from—Bookstore, University Extension, The University of Wisconsin, 432 North Lake St., Madison, Wisconsin 53706 (\$2.50)

Document Not Available from EDRS.

Descriptors—Advisory Committees, Audience Participation, Audiovisual Aids, Conferences, \*Coordinators, Educational Needs, Equipment, Instructional Staff, \*Management Education, Manuals, Physical Facilities, \*Program Administration, \*Program Planning, Publicize, \*Role Perception

This handbook is planned for both new and experienced coordinators of management and other adult education programs, for school or adult education administrators, training directors, instructors, or speakers. Part One covers philosophy and perspective—objectives of adult education and the responsibilities and duties of the coordinator and the administrator. Part Two, covering planning and organization, discusses finding the needs to set program goals; developing curriculum and methods; staffing; facilities, equipment, and materials; and promotion. Part Three covers the coordinator's duties in conducting the program, and evaluation and feedback. Appendixes include a management institute survey, program questionnaire, hints about hotel reservations and visual aids, facilities, equipment, and materials plans, facilities inventory, available locations, room setups, and a promotional letter. (nl)

ED 028 353 AC 003 983

A Guide for Curriculum Planning; Basic Education for Adults.

Texas Education Agency, Austin.

Pub Date Sep 68

Note—205p.; Experimental copy.

EDRS Price MF-\$1.00 HC-\$10.35

Descriptors—\*Adult Basic Education, Bibliographies, Citizenship, Communication Skills, \*Curriculum Guides, English (Second Language), Health Education, Instructional Materials, Mathematics, Program Evaluation, Science Education, \*Teaching Guides, Testing

This curriculum and teaching guide is designed to provide for adult learning in the areas of communication, mathematics, science and health, citizenship and social skills, and occupational opportunities. Typical characteristics of adult basic education students and of successful teachers are noted. Procedures and materials for imparting skills in listening, speaking, reading, writing, and spelling are outlined on three skill levels, with

emphasis on the needs of non-English speaking students. Specific learning objectives, sequences of activities, and instructional materials are suggested for each content area. The document also includes a program evaluation form, an individual progress record (mathematics), the General Education Development refresher course, and a selected bibliography of professional readings. (ly)

ED 028 354 AC 003 984

Dixon, James

**The Peace Corps in an Educating Society.**

Pub Date 65

Note—71p.; Excerpts from a discussion at the Brookings Institution, July 22, 1965

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—\*Cross Cultural Training, Educational Improvement, Faculty Advisors, Higher Education, Inservice Education, \*Interagency Cooperation, \*Training Objectives, \*Universities, \*Volunteer Training

Identifiers—\*Peace Corps

This document is an abridged transcript of the discussion held by representative participants from educational institutions and the Peace Corps at the Brookings Institution Conference on July 22, 1965. The meeting was initiated with the belief that the academic establishment and the Peace Corps need each other. Three propositions were presented: (1) the Peace Corps should see itself as an educational institution; (2) colleges and universities should become more like the Peace Corps; (3) the relationship between the Peace Corps and American higher education should be permanently committed. As a result of this meeting, Sargeant Shriver established an Education Task Force to raise the level of Peace Corps "training" to "education" in order to see the education of Volunteers as a two- or three-year process continuing throughout their service. Among ideas from the discussion resulting in the Peace Corps' new education program were (1) a panel of faculty advisors who communicate with Volunteers and visit them overseas for inservice and completion of service conferences, and (2) appropriate recognition by colleges and universities of education for volunteer service. (se)

ED 028 355 AC 003 986

Crook, William H. Thomas, Ross

**Warriors for the Poor; The Story of VISTA: Volunteers in Service to America.**

Pub Date 69

Note—188p.

Available from—William Morrow and Company, Inc., 788 Bloomfield Ave., Clifton, N.J. 07012 (\$5.95)

Document Not Available from EDRS.

Descriptors—American Indians, \*Community Development, Indigenous Personnel, Migrant Workers, Minority Groups, On the Job Training, \*Poverty Programs, Program Evaluation, Recruitment, Rural Areas, Urban Areas, \*Volunteers, \*Volunteer Training

Identifiers—\*Volunteers in Service to America (VISTA)

This volume relates the origins of Volunteers in Service to America (VISTA), its problems and achievements. Originating in President Kennedy's proposal for a national service corps (1963), VISTA reached concrete form with the Economic Opportunity Act of 1964. While white middle class youth constitute the bulk of the volunteers, the organization has made efforts to recruit persons from minority group or poverty backgrounds and older skilled persons. The training (six weeks), conducted by private contractors at six regional centers, now emphasizes living with the poor and on the job training at the service sites. The one year of service is spent in community development (CD) with rural or urban agencies, American Indian groups, migrant labor groups, and the Jobs Corps centers. During its existence, VISTA has come to have characteristics which sharply distinguish it from the Peace Corps on which it was initially modeled, notably, its heavy CD orientation. Significant VISTA developments during the author's tenure as Director (1966-1968) included the expansion of part-time volunteer support on the local level under the aegis of the VISTA Citizens Corps, and the institution of CD oriented graduate programs in Social Work and Poverty Law through the VISTA Fellow program. (dm)

ED 028 356 AC 003 998

Colley, Louise Annie

**The Relation of Re-Creation to a Theory of Ego Development.**

Wisconsin Univ., Madison.

Pub Date 66

Note—211p.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-9133, MF \$3.00, Xerography \$9.70)

Document Not Available from EDRS.

Descriptors—\*Adult Development, \*Diaries, Doctoral Theses, \*Females, Graduate Students, \*Personality Development, \*Self Actualization, Self Concept

This study explores the relationship of ego-stage development (based on the theories of Erik Erikson and roughly defined as psychological maturity) to experiences which a group of adults identified as leading to re-creation for them. The author believes that re-creation—defined as a feeling of heightened well-being or a sense of renewal and refreshment—is a basic human need and is usually a pleasant experience. Using data obtained from 73 women selected from women graduate students at the University of Wisconsin in the fall of 1964, information regarding re-creative experiences was obtained from a self report diary sheet. Participants observed their own particular re-creative behavior on ten days. Measures of ego-stage development were obtained by means of a structured Q-sort based on Erikson's theory. Conclusions from the study include (1) re-creation is usually gained when individuals regress to a lower stage of ego development; (2) mature individuals, however, tend to gain re-creation from experiences when they are in a positive, enthusiastic, creative frame of mind; (3) a re-creative experience tends to be essentially a synthesizing and unifying one. Implications from the study show that different preconditions of the person determine what kinds of experiences will have a re-creative outcome, and that the ego-stage level determines re-creative needs. (se)

ED 028 357 AC 004 013

McKean, Robert C. And Others

**First Course of Study for Teachers of Adult Basic Education Classes, Prepared Under Provisions of the Colorado State Plan for Adult Basic Education.**

Colorado Univ., Boulder. Extension Division.

Pub Date 65

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—\*Adult Basic Education, Bibliographies, Case Studies (Education), Counseling, \*Course Content, \*Educational Objectives, General Science, Language Arts, Mathematics, Program Evaluation, Reading Instruction, \*Scheduling, Social Studies, \*Teacher Education

This First Course of Study for Colorado adult basic education teachers presents an outline of basic education content and offers suggestions and possibilities to those who will teach the course. Objectives, content, and pertinent references are indicated for specific subject matter areas and certain other portions of the course. The course is planned to fit into a sequence of not less than 26 nor more than 39 clock hours of instruction. Suggested time allocations are: orientation of prospective teachers (1 hour); understanding the student in adult basic education (4-8 hours); adult teaching (2-4 hours); reading instruction (7-8 hours); teaching basic mathematics (2-4 hours); teaching language arts (2-4 hours); teaching social studies (2 hours); teaching general science (2 hours); adult guidance and counseling (2-4 hours); program evaluation and windup (2 hours). Case studies and an extensive bibliography are also included. (ly)

ED 028 358 AC 004 014

**Information Sources and Program Planning in Adult Education.**

Colorado Univ., Boulder. Extension Division.

Pub Date [69]

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Administrator Role, \*Adult Education, Adult Educators, Advisory Committees, Audiences, Community Study, Decision Making, Educational Philosophy, \*Information Sources, \*Program Planning, \*Research Reviews (Publications), Teaching Techniques

A literature search was made to assess information sources used by adult educators in deciding on educational content and format and achieving overall balance within agency programs. Attention was given to the involvement of individuals and groups in decision making as well as to certain conceptual factors in the decision making process. Generalizations included the following: (1) most information of possible use in program planning arises from the social and cultural setting in which the program will exist; (2) administrators have a central role in collecting, analyzing, and organizing information from the social sciences; (3) the structuring of knowledge for adult teaching requires a logical system somewhere between the broad concerns of adults and the rigorous limits imposed by subject matter; (4) experimental findings suggest, but do not dictate, possible educational decisions; (5) ranging from broad to specific, the levels of decision making involve determining the community to be served, identifying clientele, setting objectives, selecting subject matter and methods, and developing a sequence of learning activities. (Bibliographic summaries of 16 studies are also included.) (ly)

ED 028 359 AC 004 015

Stroud, Mairdred Morris

**A Study of the Adoption Process of a Family Living Practice by Homemakers in a Selected North Carolina County. Report No. 8.**

North Carolina Univ., Raleigh. N.C. State Univ. Dept. of Agricultural Information.

Pub Date Jul 68

Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—\*Adoption (Ideas), Age Differences, Analysis of Variance, \*Cooking Instruction, \*Diffusion, Educational Background, \*Housewives, Information Sources, Mass Media, Organizations (Groups), Participation, Research, \*Rural Extension, Socioeconomic Background, Socioeconomic Influences

Identifiers—\*Cooperative Extension Service, North Carolina

This study sought to determine the stage (awareness, interest, evaluation, trial, or adoption) reached by homemakers in adopting the water blanching of vegetables for freezing; to identify information sources (mass media, agencies, experts, informal personal contacts, and organizations); and to assess the relationship of certain personal, social, and situational characteristics to current stages of adoption. The three-part questionnaire was administered to 150 respondents in Columbus County, North Carolina, who had bought freezers within the past five years. Major findings included the following: (1) adoption rates were high (79% to 90%) for all four steps of the blanching process; (2) mass media were important in four of the five adoption stages; (3) respondents' own experience was the major information source in the actual adoption of the innovation; (4) length of freezer ownership and age (over 40 more than under 40) were significantly related to adoption of one or another of the blanching steps. (ly)

ED 028 360 AC 004 016

Siblsky, Jessie

**Curriculum Guide for Adult Basic Education.**

Ypsilanti Public Schools, Mich.

Pub Date Jan 69

Note—127p.

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—\*Adult Basic Education, Adult Counseling, Arithmetic, Bibliographies, Citizenship, \*Curriculum Guides, English (Second Language), Grammar, Instructional Program Divisions, Job Skills, Language Arts, Reading Instruction, Recruitment, Social Studies, Spelling, Student Evaluation, Teaching Techniques, Word Lists

This curriculum guide offers suggestions and guidelines for teaching adults reading, writing, spelling, and arithmetic, together with vocational skills, basic citizenship and social studies, and other skills and attitudes to help disadvantaged adults live and function more successfully. Specific subject matter, desired skills and concepts, and teaching procedures are indicated for three achievement levels: beginning (grades 0-3; intermediate (4-6); and junior high (7-9). Provisions for student recruitment, counseling, and evaluation, and for teaching English to the foreign born, are also suggested. Bibliographies of



instructional materials and professional reading are included. (ly)

**ED 028 361** AC 004 017

Laws, Ruth M.

**Organization for Service in Adult and Continuing Education.**

Delaware State Dept. of Public Instruction, Dover. Div. of Adult and Continuing Education.

Pub Date Jan 69

Note—14p.; Position paper presented at the In-service Workshop for State Department of Public Instruction Personnel, January 23, 24, 1969.

**EDRS Price MF-\$0.25 HC-\$0.80**

Descriptors—Adult Basic Education, \*Adult Education, Age Groups, Educational Background, Educational Responsibility, \*Program Planning, \*Program Proposals, Publicize, \*State Programs, Statistical Data

Identifiers—\*Delaware

Educational philosophy and planning in the Delaware Department of Public Instruction must be conducive to broadly based adult and continuing education, especially for the large proportion of Delaware adults who are undereducated and disadvantaged. Local school district responsibility should include budgeting, staffing, promotion, and program planning. Program planning and promotion should entail such steps as selling the concept of adult and continuing education to educators, administrators, school boards, teachers, and the legislature; promoting adult basic education; improving outreach by extensive use of mass media; better coordination of existing Federally supported programs; inservice teacher training in adult basic education; insistence on professional training for educators of disadvantaged adult students; cooperative efforts to serve migrants and seasonal agricultural workers; and multiple adult education service centers using programmed instruction and specialized teaching. (Statistics on state population, public school enrollments, and adult educational background are included.) (ly)

**ED 028 362** AC 004 056

Danish, Steven J. Brodsky, Stanley L.

**Training of Policemen in Emotional Control and Awareness.**

Southern Illinois Univ., Edwardsville.

Pub Date 69

Note—6p.

**EDRS Price MF-\$0.25 HC-\$0.40**

Descriptors—\*Aggression, Emotional Problems, Films, \*Perception, \*Police, Research, \*Self Control, \*Training

In this preliminary study involving 30 police school trainees, Interpersonal Process Recall project stimulus films were used in an effort to sensitize policemen to their aggressive feelings and self-control problems in dealing with riots, demonstrations, and other stressful situations. During six filmed vignettes progressing from mild to intense degrees of rejection, viewers were instructed to imagine that the actor was talking to them directly and privately, and in the last vignette, to respond aloud to the actor's comments. Control of strong hostile impulses was discussed in the context of the special demands of the policeman's role. The next step may be to develop films directly relevant to both normal and exceptional police duties. (Six references are included.) (ly)

**ED 028 363** AC 004 057

**Score Distributions, General Examinations, College-Level Examination Program; Candidates Tested Through the United States Armed Forces Institute, July 1965-December 1966.**

College Entrance Examination Board, New York, N.Y.

Pub Date Mar 68

Note—49p.

**EDRS Price MF-\$0.25 HC-\$2.55**

Descriptors—Age Differences, \*Analysis of Variance, \*College Admission, Composition (Literary), Educational Background, Enlisted Men, History, Humanities, Investigations, Mathematics, \*Military Personnel, Natural Sciences, Performance, Social Sciences, \*Test Results, \*Tests

Identifiers—\*College Entrance Examination Board, United States Armed Forces Institute  
Score distributions were obtained for 43,877 candidates tested through the United States

Armed Forces Institute (USAFI) on all five College-Level Entrance Program (CLEP) General Examinations. Findings included the following: (1) the majority of candidates were between ages 19 and 22; (2) 69.3% had completed high school but only 20.7% had attended college; (3) in general, four years of college added 100 points to individual scores; (4) overall average scores increased from age 17 to a peak around ages 22-24; (5) the oldest group (over 40) was not the lowest on any of the examinations; (6) observed differences between highest and lowest scoring age groups were smallest for English Composition (20 points) and largest for Social Sciences-History (50); (7) average scores on the five examinations were consistently related to each other for ages 17-24, but by age 30 the relationships had shifted. In a summary memorandum to college admissions officers concerning USAFI candidates and CLEP scores, the College Entrance Examination Board stressed the importance of obtaining veterans' CLEP and equivalent scores and reporting them to the USAFI. (The document includes 35 tables.) (ly)

**ED 028 364** AC 004 058

Dickinson, Gary, Comp.

**Research Related to Adult Education Conducted at the University of British Columbia.**

British Columbia Univ., Vancouver.

Pub Date Dec 68

Note—69p.

**EDRS Price MF-\$0.50 HC-\$3.55**

Descriptors—\*Adult Education, Adult Learning, Agricultural Education, \*Annotated Bibliographies, Community Development, Correspondence Study, Disadvantaged Groups, Doctoral Theses, Educational Methods, Evening Classes, Leadership Training, Literacy Education, Masters Theses, Participation, \*Research, Sociology, Vocational Education

Identifiers—\*Canada

This annotated bibliography of University of British Columbia research relating to adult education lists 232 items, including 32 abstracts of theses and dissertations. Seven British Columbia Area Survey reports are noted, followed by 13 special departmental studies and an adult education dissertation, 18 M.A. theses, four M.Ed. (Adult Education) theses, and eight M.S. (Agriculture and Agricultural Extension) theses, and 42 graduate research reports from the Faculties of Agriculture, Commerce, and Education, the School of Community and Regional Planning, the School of Social Work, and the Departments of History, Psychology, and Sociology within the Faculty of Arts. Numerous publications by faculty members (Gary Dickinson, John A. Niemi, and Coolie Verner) of the Department of Adult Education are also included. Represented in this review are such topics and concerns as agricultural extension, literacy education, community development, leadership training, evening classes and their clientele, correspondence study, vocational and technical education, age differences in adult learning, and educational methodology. There is an author index. (ly)

**ED 028 365** AC 004 059

Seymour, W. Douglas

**Skills Analysis Training; A Handbook for Managers, Supervisors, and Instructors.**

Pub Date 68

Note—142p.

Available from—Sir Isaac Pitman and Sons Ltd., 39 Parker St., London W.C.2, England (25s)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Educational Legislation, \*Guides, \*Industrial Training, \*Knowledge Level, Quality Control, \*Skill Development, Skilled Workers, \*Task Analysis, Trainers, Training Techniques, Unskilled Workers

Identifiers—\*Great Britain, Industrial Training Act of 1964

Written primarily for British industrial managers, supervisors, and instructors, this guide to the use of skills analysis training is based on what an experienced worker does and precisely how he does it. The principles, scope, and benefits of skills analysis training are explained, followed by a discussion of practice, feedback, transfer of training, division of tasks, and other aspects of skill acquisition. The next chapter deals with knowledge content (work place, job, and quality standards) and with the organization and application of skills analysis courses.

Methods and techniques are outlined for imparting job knowledge and skills, with attention to such matters as teaching style, suitable visual aids, troubleshooting, followup, and the training of older workers. The basic qualities, qualifications, and responsibilities of a good instructor are noted. Finally, the role of skills analysis training in craft training and operative training is examined in terms of training boards and their activities under the Industrial Training Act of 1964. The document includes 17 references. (ly)

**ED 028 366** AC 004 060

Hixson, Leroy E.

**Formula for Success: A Step-by-Step Procedure for Organizing a Local Institute of Lifetime Learning.**

American Association of Retired Persons, Long Beach, Calif.; National Retired Teachers Association, Washington, D.C.

Pub Date 68

Note—19p.

**EDRS Price MF-\$0.25 HC-\$1.05**

Descriptors—Budgets, \*Continuous Learning, Course Content, Educational Facilities, \*Institutes (Training Programs), Instructional Staff, Physical Facilities, Program Costs, Publicize, \*Retirement, Standards, \*Teacher Associations

This document is intended as a guide for any group of persons wishing to establish an Institute of Lifetime Learning in their community. It includes details on the role of the organization, the initial tasks to be done in starting a branch, the job of the program coordinator, minimum and desirable facilities, course content and goals, type of instructors needed, promotion and publicity, and budget and costs. It is recommended that the program coordinator be a volunteer or part-time employee who hires and supervises the qualified instructors the institute employs, and who provides all the supplies needed for the institute or its instructors. Courses should be academically oriented, and the quality of the program should not be sacrificed to save funds. All communications media should be used to advertise the program. (The minimum requirements for starting a branch and the local charter are included.) (nl)

**ED 028 367** AC 004 062

**International Consultative Liaison Committee for Literacy. (Second Session, Paris, 3-6 September 1968) Final Report.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 68

Note—14p.

**EDRS Price MF-\$0.25 HC-\$0.80**

Descriptors—\*Experimental Programs, \*Financial Support, \*Human Dignity, Information Dissemination, \*International Organizations, \*Literacy Education, Private Agencies, Reading Materials, Research Needs, Teacher Education, Teaching Methods

The report of the International Consultative Liaison Committee for Illiteracy deals with the implementation of its recommendations, reviews experimental literacy programs and activities of non-governmental organizations, and makes further recommendations. Implementation of past suggestions has been limited by demographic explosion, the long-term nature of the action involved, socio-political instability, or failure to secure adequate financial support. Emphasized are: multilateral, bilateral, and other aid for literacy programs, the relationship between human rights and literacy work, the challenge of the absolute increase in illiteracy, and the importance of training literacy instructors and developing suitable teaching methods. Recommendations call for concentration on functional literacy for adolescents, young adults, girls, and women; dissemination of the results from experiments; research and study of different aspects of literacy problems; and provision of reading materials for newly literate adults. Attention is also directed to a detailed study of the causes of illiteracy and of the connections between illiteracy rates and school enrollment and drop out rates. Mention is made of the place of literacy in the International Education Year (1970). (nl)

**ED 028 368** AC 004 065

Vaughn, Jack, Ed.

**Peace Corps Seventh Annual Report.**

Pub Date Jun 68

Note—54p.

**EDRS Price MF-\$0.25 HC-\$2.80**

Descriptors—Annual Reports, \*Cross Cultural Training, \*Developing Nations, Field Experience Programs, Foreign Policy, Indigenous Personnel, Language Instruction, Poverty Programs, Program Costs, \*Program Evaluation, Statistical Data, Training Techniques, Volunteers, \*Volunteer Training  
Identifiers—\*Peace Corps

This seventh annual report of the Peace Corps states that the two greatest achievements of 1968 are intangible. First, the Peace Corps achieved a new measure of cooperation with the people in its host countries. In the summer of 1968 for the first time, hosts helped to recruit volunteers in the United States and became members of overseas staffs. Second, as volunteers came home, hundreds answered the call of large cities seeking high-quality teachers for low-quality schools. Also during 1968, the Peace Corps shifted a large portion of its training out of the United States and into host countries. Pre-service language training was further intensified. In the future, as more Volunteers apply to the problems of the United States the knowledge and insight acquired in helping people overseas, the full value of the kind of "education" Peace Corps experience can provide will be realized. (The document includes a statistical profile chart for 1968.) (se)

**ED 028 369** AC 004 072  
Student Performance Requirements: Military Service. Continuation Education System Development Project.

La Puente Union High School District, Calif.

Report No—TR-1.2

Pub Date Dec 68

Note—218p.

**EDRS Price MF-\$1.00 HC-\$11.00**

Descriptors—Armed Forces, \*Continuation High Schools, \*Continuation Students, Females, High School Graduates, Knowledge Level, Males, \*Military Service, Moral Values, Program Evaluation, \*Qualifications, Recruitment, Skill Development, Social Adjustment, \*Student Attitudes, Testing

Identifiers—\*Armed Forces Qualifying Test

Funded under Title III of the Elementary and Secondary Education Act of 1965, the La Puente, California, continuation education project investigated (1) attitudes of former students concerning the success of the school in preparing them for entry into military service, (2) the minimal skills and knowledge required by each of the armed forces, (3) academic skills and social behavior required for eligibility for the draft, and (4) requisites for successful performance on military screening examinations. These were among the major findings and conclusions: (1) the Armed Forces Qualifying Test, consisting of subtests in vocabulary, arithmetic, patterns and figures, and tool recognition, is the most important examination for entry into the armed forces; (2) entry requirements are higher for females than for males, for enlistees than for draftees, and for high school nongraduates than for graduates; (3) general prerequisites for both sexes include good physical health, good moral character (honesty and trustworthiness), aptitude for training and instruction, and ability to accept authority, reason, live with others, and be motivated; (4) despite the views of military recruiters, respondents lacking diplomas reported no adverse effect on military experience; (5) the continuation school was providing some academic success but should be more strict. (1y)

**ED 028 370** AC 004 163  
Shilen, Ronald

Able People Well Prepared: The Adult Education and the Mass Media Fellowship Programs—1952-61 of the Fund for Adult Education.

Fund for Adult Education, White Plains, N.Y.

Pub Date 61

Note—75p.

Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, N.Y. (\$35)

**EDRS Price MF-\$0.50 HC-\$3.85**

Descriptors—\*Adult Educators, Advisory Committees, \*Fellowships, \*Foundation Programs, General Education, Internship Programs, Laymen, \*Mass Media, Occupational Information, Part Time Teachers, \*Professional Continuing Education, Professional Personnel, Program Development

Identifiers—The Fund for Adult Education

The Fund for Adult Education (FAE) was established by the Ford Foundation as an inde-

pendent organization in 1951 and existed for a decade; its purpose was to support programs of liberal adult education which contribute to the development of wise and responsible citizens for a free society. In the first year, the Fund began a program of study and training awards and grants to individuals in the fields of adult education and mass communications. Recipients within these two parts of the Fund's Fellowship program were professionals, semi-professionals, or lay adult leaders from a variety of occupations such as labor, schools, clergy and government. This volume confines itself to the development and growth of these Fellowships. The Directors of the Fund placed high importance upon the Fellowship program, attested to by the appropriations of \$1,968,000 and the way they took part in it through Board committees. These awards have done much to advance the idea and practice of continuing liberal education in the United States, as well as promote the concept of the field's being worthy of the best talents and preparation. (Participants in the National Selection Committees, grantees, and summary data are included.) (pt)

**ED 028 371** AC 004 170  
Davis, James A.

A Study of Participants in the Great Books Program 1957. Studies in Adult Group Learning in the Liberal Arts.

National Opinion Research Center, Chicago, Ill. Spons Agency—Fund for Adult Education, White Plains, N.Y.

Pub Date 60

Note—167p.

Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, N.Y. 13210 (\$35)

**EDRS Price MF-\$0.75 HC-\$8.45**

Descriptors—Adult Dropouts, \*Adult Reading Programs, Adults, Citizen Participation, Educational Background, \*Evaluation, Knowledge Level, Motivation, \*Participant Characteristics, Participant Satisfaction, Political Attitudes, Questionnaires, Reading Materials, Religion, Social Status, Statistical Data, \*Surveys, Young Adults

The statistical report of 172 Great Books groups is based on one of a series of studies of participants, leaders, and educational effectiveness of study discussion programs sponsored by the Fund for Adult Education. During 1957, interviewers administered questionnaires to 1909 participants in "primary sampling units." It was found that participants tended to be well educated, of high status, socially active, and young. A combination of social and intellectual motivations were attributed to participation. Great satisfaction was expressed, since dissatisfied persons dropped out of the program. The strongest effect of continued participation was an increased knowledge of the liberal arts and humanities, while members also became broader-minded religiously and politically. There was no effect in esthetic areas nor in serious reading outside the program. Greater interest was expressed in national and world affairs than in the community, but the latter tended to increase with participation in the Great Books program. Participants were active in community organizations and programs to change or improve the community. A supplemental report, included in the appendix, reports on studies of dropouts and retention among individuals of varying characteristics. A list of Great Books readings and the questionnaire are also included in the appendix. (pt)

**ED 028 372** AC 004 190  
Campbell, Ralph

Employing the Disadvantaged: Inland Steel's Experience.

Pub Date 69

Journal Cit—In Issues in Industrial Society; v1 n1 p30-41 1969

Document Not Available from EDRS.

Descriptors—Business Responsibility, \*Community Service Programs, \*Disadvantaged Youth, \*Ghettoes, Government Role, Inplant Programs, Job Tenure, \*Job Training, Labor Supply, Private Financial Support, Program Costs, Standards, \*Steel Industry, Work Attitudes

Identifiers—Chicago, \*Inland Steel Company

Among the various approaches used by the Inland Steel Company in training ghetto youth for jobs, greatest promise has been shown by the Work Experience and Training Program initiated

in 1965 at the Joseph T. Ryerson and Son plant, an Inland subsidiary located in the Lawndale (West Side) area of Chicago near the scene of the 1966 riots. Results must be evaluated in terms of three criteria: (1) meeting labor force needs of the company, (2) converting "unemployables" into successful job holders, and (3) efficiency. Results of this experiment were that the ratio of retentions to hires was disappointing; success in training the hard-core unemployed was fair; and the cost was very high. Complex factors may be causative in the failure of such programs; (1) length and type of training; (2) nature and status of work performed; (3) interpersonal environment of the workplace; (4) relationships between key personnel of the company and recruiters; and (5) motivation and attitudes of the trainees. The outcome of the approaches used by Inland suggests that more experimentation is needed, more insight, more sympathetic understanding, time, and money than industry generally has been able or willing to provide up to this point. (se)

**ED 028 373** AC 004 191  
Burch, Glen

Accent on Learning: An Analytical History of the Fund for Adult Education's Experimental Discussion Project, 1951-1959.

Fund for Adult Education, White Plains, N.Y.

Pub Date 60

Note—152p.

Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, N.Y. 13210 (\$35)

**EDRS Price MF-\$0.75 HC-\$7.70**

Descriptors—Adult Leaders, Audiovisual Aids, College Cooperation, \*Curriculum Development, Curriculum Study Centers, \*Discussion Programs, \*General Education, Historical Reviews, Laymen, Participant Satisfaction, Program Development

Identifiers—The Fund for Adult Education

This book is an analytical history of the experimental study-discussion project, "Accent on Learning," developed by the Fund for Adult Education, a private program sponsored by the Ford Foundation from 1951 to 1961. The project prepared programs around a variety of subjects in the fields of political, international, economic, and social affairs, and the humanities; tested these materials in experimental form with discussion groups, under a variety of institutional auspices, in different parts of the country, under lay leaders; and distributed the best of them to institutions of higher learning. Programs on over 20 topics were eventually contracted to institutions or individuals, directed by subject matter specialists, and assisted by people who had some knowledge of the group discussion process. Basic readings were used as a point of departure, supplemented by audiovisual aids such as records and movies. Ultimately, selected universities and colleges established three year "centers" through which discussion groups using the programs were promoted. Conducted from mid-1951 to mid-1958, the discussion project had a total expenditure of two million dollars. The basic evaluation is that "packaged" study-discussion programs, if properly planned and developed, can provide an effective framework for individual study and group discussion of vital issues. (se)

**ED 028 374** AC 004 192  
Kaplan, Abbott

Study-Discussion in the Liberal Arts. Studies in Adult Group Learning in the Liberal Arts.

Fund for Adult Education, White Plains, N.Y.

Pub Date 60

Note—145p.

Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, N.Y. 13210 (\$35)

**EDRS Price MF-\$0.75 HC-\$7.35**

Descriptors—Adult Leaders, Age, \*Cultural Centers, \*Discussion Groups, Educational Background, \*General Education, Income, Leadership Styles, Learning Motivation, Marital Status, Participant Characteristics, \*Program Evaluation

Three Liberal Arts Centers in Los Angeles, Pasadena, and Whittier, California, sponsored by The Fund for Adult Education, were evaluated on the effectiveness of discussion groups in World Affairs Are Your Affairs: An Introduction to Humanities; Ways of Mankind; and World Politics. Data were collected from personal inter-



views with a random representative sample of participants (150), leaders (50), and directors of the test centers; by observation of discussion group meetings; and from relevant data and records at the centers. Participants were found to be atypical of the general adult population, having higher incomes, education, and occupations. The median age was 38, with 63% women, and 50% of the participants enrolling with their spouses. Interest in the subject matter, the discussion format, desire for intellectual stimulus, and educational level and prestige of the sponsoring agency, attracted participants. The programs attracted more liberals than conservatives, and group members felt others became more tolerant of opposing views, and were stimulated to continue in other educational and cultural activities. Mixed reactions were expressed to having subject matter specialists as leaders. Leaders had even a higher level of education and cultural interest, but tended to play too passive a role in discussion groups. (pt)

**ED 028 375** AC 004 193  
Hill, Richard J.

**A Comparative Study of Lecture and Discussion Methods. Studies in Adult Group Learning in the Liberal Arts.**

Fund for Adult Education, White Plains, N.Y.

Pub Date 60

Note—159p.

Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, N.Y. 13210 (\$3.5)

**EDRS Price MF-\$0.75 HC-\$8.05**

Descriptors—Attendance Patterns, Bibliographies, Changing Attitudes, Citizen Participation, \*Comparative Analysis, Democratic Values, \*General Education, \*Group Discussion, Knowledge Level, Laymen, \*Lecture, Participant Characteristics, Participant Satisfaction, Questionnaires, Skill Development, Specialists, Statistical Data

Effectiveness of discussion methods directed by lay leaders was compared with effectiveness of the lecture method used by professional subject matter specialists in the liberal arts program, The Ways of Mankind, given by the University Extension of the University of California at Los Angeles. Effectiveness was defined in terms of the degree to which objectives of liberal adult education were achieved: development of mental abilities or skills; changes in values, interests, or attitudes; and increased knowledge. Data were collected from the twelve discussion groups composed of 22 to 28 members, and lectures with 25 to 233 members, by pre and post questionnaires and semi-structured interview, and by direct observation. General conclusions were that the same kinds of people were attracted by both methods: equal satisfaction was expressed with both presentations; and with certain exceptions, both methods had the same effect on participants. Participants were professionals, highly educated, economically established, between 30 and 45 years of age, married, liberal, and over-represented by women and the Jewish religion. Attendance declined throughout the programs, but was accepted as normal for this type of educational program. The appendix includes measurement instruments, bibliography, review of research, and statistical data. (pt)

**ED 028 376** AC 004 194  
**A Ten Year Report of The Fund For Adult Education; 1951-1961.**

Fund for Adult Education, White Plains, N.Y.

Pub Date [62]

Note—126p.

Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, N.Y. 13210 (\$3.5)

**EDRS Price MF-\$0.50 HC-\$6.40**

Descriptors—Adult Educators, \*Discussion Programs, \*Educational Television, Fellowships, \*General Education, Laymen, National Organizations, Organizations (Groups), Private Financial Support, \*Program Development, Program Evaluation

Identifiers—\*The Fund For Adult Education

The final report describes the activities of The Fund for Adult Education since its organization by the Ford Foundation in 1951. The Fund was established to develop, encourage, strengthen, and expand programs, organizations, and research in liberal adult education primarily in the areas of world, political, and economic affairs, and the hu-

manities. The development of educational television took place in three phases (1948-52, 1952-55, and 1956-61), and involved the three synchronized elements of public and professional preparation, physical facilities and financing, and programming. The Fund sought to increase the study discussion method by giving major support to national organizations already providing programs; engaging in experimentation in production, distribution, use and financing of groups; and supporting research studies in effectiveness of the discussion method. Establishment and support of local institutions and organizations developed in three phases: Test Cities program; Test Centers project; and development of the Demonstration Centers. Work with national organizations involved strengthening of those committed to adult education, persuading others to undertake such efforts, or creating new ones to carry out educational activities. Fellowships were made available to lay and professional leaders, and for planning training programs. (pt)

**ED 028 377** AC 004 196  
Redfield, Robert

**The Educational Experience. The Redfield Lectures.**

Fund for Adult Education, White Plains, N.Y.

Pub Date Apr 55

Note—62p.

Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, N.Y. 13210 (\$3.5)

**EDRS Price MF-\$0.50 HC-\$3.20**

Descriptors—Academic Freedom, \*Creativity, \*Curiosity, Educational Philosophy, \*Individual Development, \*Learning Processes, \*Questioning Techniques

In these lectures, three aspects of the educational experience are discussed: exploration, conversation, and creation. Exploration is the free reaching outward, compelled by curiosity, wonder, and excitement. This is not necessarily associated with formal education, but must be achieved through the discipline of order and precision; such growth must continue beyond the beginnings in the home and school. The educational dialogue (conversation) involves a struggle between alternatives; the creative engagement with opposing facts or ideas, either with oneself or others. Unlike other dialogues, the moral and intellectual rules appropriate to mutual enlightenment call for insight and understanding, a sense of significance, honesty, mutual respect, and contributions by all members, with a balance between assent and dissent. Education as creation occurs as an adult turns to the task of making himself grow in understanding of life, of becoming something, by searching for values through literature and discussion. (pt)

**ED 028 378** AC 004 204

Bothwell, James Lowe

**Self-Concept Metadimensions and Occupational Behavior in Young Adulthood: A Content Analysis of Longitudinal Data.**

Columbia Univ., New York, N.Y.

Pub Date 67

Note—181p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-14,027, MF \$3.00, Xerography \$8.40).

Document Not Available from EDRS.

Descriptors—Abstraction Levels, Behavior Patterns, Bibliographies, \*Content Analysis, Doctoral Theses, Intelligence, \*Longitudinal Studies, Males, \*Self Concept, Self Esteem, Social Relations, Work Attitudes, Young Adults

To explore the independence, reliability, and validity of metadimensional measures, 112 boys were interviewed at the 9th and 12th grade levels to obtain self-concept data for an analysis of nine structural, self-concept metadimensions, and other characteristics of self-referent material. Self-referent sentences, defined as those indicative of positive or negative evaluations, were written on cards for later analysis. Using rating scales, judges evaluated the sentences to obtain assessments of the metadimensions of clarity, self-esteem, and abstraction. The metadimension assessments were correlated with intelligence and other characteristics assessed at both the 9th and 12th grades, as well as with 40 indices of occupational and other behavior obtained when the subjects were about 25 years of age. Of the nine measures, six (clarity, self-esteem, abstraction, harmony, stability, idiosyncrasy) appeared rela-

tively independent. The relationships between the 9th grade metadimensions and those derived from the 12th grade protocols were low, with a Pearson's  $r$  below .30 in all but one instance -- Scope, where the  $r$  was .37. (Included in the appendix are: the characteristics at the 9th and 12th grades, description of the variables used, the procedure for grouping self-references having similar meaning, and a bibliography) (author/nl)

**ED 028 379** AC 004 206

Carpenter, William Lester

**The Relationship Between Age and Information Processing Capacity and Age and Channel Capacity of Adults.**

Florida State Univ., Tallahassee.

Pub Date 67

Note—149p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 68-7787, MF \$3.00, Xerography \$7.00).

Document Not Available from EDRS.

Descriptors—\*Age, Anxiety, Bibliographies, Classroom Environment, \*Complexity Level, Doctoral Theses, \*Information Processing, Information Theory, Older Adults, Predictive Validity, Research, Stimulus Generalization, \*Visual Stimuli, Young Adults

This study sought to determine if there is a change in information processing and channel capacity as the human organism grows older, and if this relationship is altered with a change in stimulus complexity and dimensionality of the stimulus presented. With the human organism considered as a communication system, the use of absolute judgments to measure judgmental discrimination accuracy was extended to measure the subjects over a 45 year age range and under simulated classroom conditions. Using visual stimuli, 74 subjects judged size of dark squares on a light background in three tests and the location of the placement of a dot in a grid pattern in two tests. As predicted, performance declined as age increased. In three of the five tests this decline was statistically significant (.05 level); in the other two tests the decline was in the predicted direction. Since the least complex tests were presented first, it was assumed that this high-anxiety state masked the performance of the older subjects in the earlier tests, but as this state faded out older subjects reached their peak performance which was very little if any below that of the younger subjects. (A bibliography is included). (author/nl)

**ED 028 380** AC 004 209

Halpern, Doryn

**The Relationship of Work Values to Satisfaction with Retirement and Future Time Perspective.**

Columbia Univ., New York, N.Y.

Pub Date 67

Note—93p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 67-14,049, MF \$3.00, Xerography \$4.80)

Document Not Available from EDRS.

Descriptors—Age Differences, Bibliographies, Doctoral Theses, Educational Background, \*Employment, Health, Income, Investigations, Males, Marital Status, Older Adults, \*Personal Adjustment, Personality, \*Retirement, Self Actualization, Socioeconomic Status, \*Time Perspective, \*Values

This study tested two hypotheses: (1) the importance attached to the intrinsic aspects of work is negatively related to retirement satisfaction, maximum extension of future time perspective (FTP), and the number of events anticipated in the future; (2) retirement satisfaction is positively related to FTP maximum length and events anticipated. Subjects were 65 while male retirees whose physical and mental health appeared normal and whose retirement income was adequate. Measures of work values and retirement satisfaction, and a blank for listing future events of importance, were used. Findings supported the first hypothesis but not the second. Two alternative interpretations, both relating to self actualization need, were offered for the negative relationship between satisfaction and intrinsic work values. Findings based on unhypothesized data suggested the importance of individual personality in determining retirement adjustment, and of cultural, socioeconomic, and personality factors (as opposed to chronological age alone) in determining FTP. A positive relationship was also found between FTP maximum extension and density. (A

bibliography, questionnaires, and 29 tables are included.) (author/ly)

**ED 028 381** AC 004 215  
Hitt, William D. Agostino, Norman R.  
Final Report on the Development of a Model Education and Training System for Inmates in Federal Correctional Institutions, to Federal Prison Industries, Incorporated, U.S. Department of Justice.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Pub Date Apr 68

Note—64p.

**EDRS Price MF-\$0.50 HC-\$3.30**

Descriptors—Behavior Change, \*Correctional Education, Employment Opportunities, Evaluation Techniques, Instructional Staff, Job Placement, \*Job Skills, Labor Market, \*Models, \*Prisoners, Program Evaluation, Rewards, \*Social Adjustment, Vocational Counseling

This study to develop an education and training (E&T) system for inmates in Federal correctional institutions described and evaluated existing E&T systems and needs at Milan, Michigan, and Terre Haute, Indiana; formulated an E&T model; and made specific recommendations for implementation of each point in the model. A systems analysis approach was used throughout the study. Weaknesses were found in institutional objectives, vocational training, counseling, educational planning, staff development, and other aspects of existing programs. Elements of the proposed E&T model were objectives, job market information, classification and assignment functions, guidance and counseling service, reward system, instructional staff, curriculum and methods of instruction, job placement service, and evaluation methods. Implications for penal administration and education were also noted, together with expected benefits in terms of helping inmates become productive members of society. (The document includes four charts and one table.) (ly)

**ED 028 382** AC 004 216  
Hitt, William D. And Others

Final Report on an Analysis of the Education and Training Systems at Milan, Michigan and Terre Haute, Indiana to Federal Prison Industries Incorporated, U.S. Department of Justice.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Pub Date Apr 68

Note—204p.

**EDRS Price MF-\$1.00 HC-\$10.30**

Descriptors—\*Correctional Education, \*Corrective Institutions, Courses, Employment Opportunities, Instructional Staff, Investigations, Job Placement, Physical Facilities, Prisoners, Program Administration, \*Program Evaluation, Rewards, Staff Improvement, Vocational Counseling, \*Vocational Education

Existing education and training (E&T) programs at the Terre Haute Penitentiary, Indiana, and the Milan Federal Correctional Institution, Michigan, were described and evaluated. Needs, objectives, inmate classification and placement, staff, and other aspects were covered. Reports, staff and inmate interviews, study of instructional materials, and observation of classes and facilities were used. Problems were vagueness and conflict in institutional objectives; absence of on the job training; lack of a planned E&T program, effective reward system, efficient E&T administrative system, planned staff development, or systematic program evaluation; not enough opportunities in vocational training; generally inadequate individual instruction and counseling; and deficiencies in E&T staffing at Terre Haute and in staff communication and space at Milan. Opportunities were seen in the possibility of relating work, training, and social adjustment, the presence of effective reinforcers (chiefly freedom and money), a controlled environment, dedicated staff, and support personnel. (Included are 48 tables and figures, and appendices on job opportunities, textbooks, courses, schedules, staff members, equipment and materials, and dropout statistics.) (ly)

**ED 028 383** AC 004 220  
Public School Adult Education 1969 Almanac Including Directory of Active Members, Members Emeritus, and Communications Service Subscribers.

National Association for Public School Adult Education, Washington, D.C.

Pub Date 69

Note—163p.

Available from—National Association for Public School Adult Education, 1201 16th Street, N.W., Washington, D.C. 20036 (Associate members \$3.00, Nonmembers \$5.00)

**EDRS Price MF-\$0.75 HC Not Available from EDRS.**

Descriptors—\*Directories, Enrollment, Graduate Study, \*National Organizations, \*Professional Associations, Publications, Public Officials, \*Public School Adult Education, Standards, State Aid, State Programs, Statistical Data, Teacher Qualifications, Teacher Salaries

Identifiers—\*National Association for Public School Adult Educa

In the Public School Adult Education 1969 almanac are to be found: (1) details about the National Association for Public School Adult Education (NAPSAE); (2) statistics of public school adult education (for example, state support, educational attainment, teachers' salaries, enrollment data, and expenditures); (3) directories of state associations affiliated with NAPSAE, state department personnel, graduate programs, and regional representatives; (4) NAPSAE membership; and (5) an appendix with professional standards for administrators and teachers, and NAPSAE constitution and publications. (nl)

**ED 028 384** AC 004 222

Barbulescu, Petre, Ed. Stefanescu, Costin, Ed.

L'Education des Adultes; Revue de Pedagogie (Adult Education; A Review of Pedagogy).

L'Institut des Sciences de la Republique Socialiste de Roumanie, Bucharest.

Pub Date 68

Note—216p.; Text in French; Abstracts in Russian and English.

**EDRS Price MF-\$1.00 HC-\$10.90**

Descriptors—\*Adult Education, Adult Learning, Age Differences, \*Educational Psychology, Educational Sociology, Extension Education, Family Life Education, \*General Education, Historical Reviews, Labor Education, Mass Instruction, Organizations (Groups), Teachers, Technical Education, \*Vocational Education

Identifiers—Dimitrie Gusti, \*Romania

This anthology contains papers on the following aspects of Romanian adult education: principal stages and achievements of mass cultural education; continuing education; emotional and motivational aspects of educational psychology; adult self-education; age differences and psychological problems in learning; ideals of Socialist education in contemporary Romanian society; educational sociology; current trends in popular scientific and cultural education; issues in technical and scientific education; international cooperation on adult education problems; the role of the teaching profession in mass education; the integration of skilled vocational school graduates into an industrial setting; family life education for young people; the Bucharest Popular University; nineteenth century cultural associations and societies; contributions to adult education by a Romanian sociologist, Dimitrie Gusti; workers' clubs of Romania (1890-1900); mass labor education in the late 1800's and early 1900's; mass education by the Romanian Communist Party between World Wars I and II; and national traditions in mass cultural education. Statistics, references, and abstracts in Russian and English are included. (ly)

**ED 028 385** AC 004 223

Jensen, Glenn And Others

Cooperative Project in Adult Basic Education for Wyoming, 1968-69.

Wyoming Univ., Laramie. Dept. of Adult Education and Instructional Services.

Pub Date 69

Note—40p.

**EDRS Price MF-\$0.25 HC-\$2.10**

Descriptors—\*Administrative Personnel, \*Adult Basic Education, Attitude Tests, Changing Attitudes, Curriculum, \*Inservice Teacher Education, Instructional Materials Centers, Libraries, \*Program Evaluation, Questionnaires, Regional Programs, Seminars, \*State Programs, Summer Institutes

Identifiers—\*Wyoming

Major elements of this cooperative training project by the University of Wyoming will be a Federally funded 1969 summer institute (the third in a series) for 35 administrators of adult basic education (ABE) in Wyoming, Colorado, Utah, Montana, and Idaho; a year-round demon-

stration library and center for ABE materials and equipment; a regional system of two-day inservice training seminars for ABE teachers and administrators, with national, state, and local involvement by interested parties; and program evaluation using pretests and posttests of attitudes on principles of adult learning and teaching, a 50-item questionnaire, and the Kropp-Verner Attitude Scale. Such steps as more intensive teacher training programs, undergraduate opportunities for teacher preparation, use of a full-time, qualified ABE coordinator, planner, and teacher, and an experimental adult high school program beginning in the fall of 1970, have been recommended. (The document includes the seminar agenda, the attitude scale, evaluation forms for administrator workshops, seminar discussion topics, a curriculum outline, and statistical data on attitudes of summer participants.) (ly)

**ED 028 386** AC 004 244

Harter, Walter George

The Computer and Linear Programming as Important Instruments for Decision Making Assistance for Farmers.

Ohio State Univ., Columbus.

Pub Date 67

Note—186p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-8832, MF \$3.00, Xerography \$8.60).

Document Not Available from EDRS.

Descriptors—Administrative Problems, Budgeting, Dairymen, \*Data Collection, \*Decision Making, Doctoral Theses, Expenditures, \*Extension Agents, \*Farm Management, Feasibility Studies, Income, Interviews, Investigations, \*Linear Programming, Rural Extension, Statistical Data

This was a study to determine if individual linear programs could be made for a heterogeneous group of farmers with varied organizational problems; if extension agents could be trained to interview farmers and collect data sufficiently accurate for linear programming; and whether the results would be logical and acceptable to farm managers. Area extension agents in farm management received training in data collection, then selected and interviewed farmers who were assumed to have complete farm records, were planning changes, and would cooperate with the study. After a few farms had been programed and the results reported, the farmers were presented with two or more solutions. The first (Income over variable expenses) was based on the current farm organization; a modified matrix included one or more activities concerning special organizational questions asked by the farmers. Using these comparisons, farmers were in a strong position to make a decision. Findings on the value of linear programming, on agents as programmers and interviewer-counselors, and on the acceptance of programming by farmers tended to be affirmative. (author/ly)

**ED 028 387** AC 004 245

Jabury, Donald Eugene

Identity Diffusion as a Function of Sex-Roles in Adult Women.

Michigan State Univ., East Lansing.

Pub Date 67

Note—137p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-7905, MF \$3.00, Xerography \$6.60).

Document Not Available from EDRS.

Descriptors—\*Adults, Age Differences, Analysis of Variance, Anxiety, Correlation, Cultural Factors, Doctoral Theses, \*Females, Marital Status, Measurement Instruments, Occupations, \*Personality, Research, \*Role Conflict, \*Self Concept, Social Values

This study sought to demonstrate that the relative degree of adult female identity diffusion, as well as certain personality correlates, would be a function of specific sex roles and their combinations. Three groups of 32 women each were selected as married and noncareer, married and career, or unmarried and career women. They were administered a form of the Taylor Manifest Anxiety Scale, the Inventory of Feminine Values, and the Edwards Social Desirability Scale. Contrary to predictions, the three groups did not differ significantly in identity diffusion or anxiety (both supposedly strongest in unmarried career women), and the passive-active range of self concepts and notions of the ideal woman did not fol-



low the married noncareer to unmarried career range. Moreover, social desirability responses did not necessarily favor the married noncareer role. Activity-Passivity was significantly related to anxiety, with passive women being the more anxious. Age was not related to either dimension. Social desirability responses were the best predictors of the similarity scores obtained in the study. (author/ly)

ED 028 388 AC 004 246

Jamgochian, George Richard  
**The Role of Liberal Studies in Postsecondary Vocational Education During an Era of Increasing Automation.**

Pub Date 66  
Note—158p.; Ph. D. Thesis.  
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 67-9549, MF \$3.00, Xerography \$7.40).

**Document Not Available from EDRS.**

Descriptors—\*Adult Vocational Education, Citizenship Responsibility, Democratic Values, Doctoral Theses, Educational Objectives, \*General Education, \*Integrated Curriculum, Investigations, \*Productive Living

Although the growing importance of postsecondary vocational education in our society has been receiving widespread attention, these programs aim at specialized training with specific terminal goals; they resolve only part of human problems. Psychological, sociological, political, and moral needs remain untouched. Since there is more to man's life in a free society than his work, vocational training should be more than just job training per se. Liberal studies can prepare persons for citizenship in a free government, keep him in a better harmony with his environment, help him understand society, give him knowledge and judgment to choose worthy objectives, enable him to live a more satisfying life, and serve as a counter-balance to the low level of mass culture. Possible areas where integration between vocational education and liberal education can occur are (1) investigating the particular vocation within the scheme of the social economy, and (2) studying the rationale of the scientific method within the technical processes, inventions, and fundamental ideas that are in the work of a given specialty. (se)

ED 028 389 AC 004 248

Krafft, Larry John  
**The Influence of Human Relations Laboratory Training upon the Perceived Behavioral Changes on Secondary School Seminar Instructors.**

Michigan State Univ., East Lansing.  
Pub Date 67  
Note—185p.; Ph. D. Thesis.  
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 68-4165, MF \$3.00, Xerography \$8.40).

**Document Not Available from EDRS.**

Descriptors—Behavior Change, Doctoral Theses, Individual Development, Interaction, \*Laboratory Training, \*Leadership, Measurement Instruments, Research, \*Secondary Schools, \*Seminars, Small Group Instruction, Student Teacher Relationship, \*Teacher Improvement

A study was made to determine if the laboratory training method can help teachers be more effective small group seminar leaders, and be more effective in their interaction with fellow educators. Two seminar instructors were selected from each of 17 secondary schools for the laboratory training; and a similar control group was selected for no treatment. Six months following the ten day training session, all participants, and a randomly selected team of departmental co-workers and principals, were interviewed; they reported on factors of stability and change. Students in the participants' seminars responded to the Perceived Small Group Seminar Atmosphere instrument. Participants were found to express feelings and information better; to be more understanding and accepting of suggestions, easier to get along with, willing to experiment; to have more flexible behavior and greater insight into themselves and their roles, and to be more self confident and poised in leading discussions. Students led by laboratory trained participants expressed increased satisfaction. It was concluded that the perceived behavioral changes of the laboratory trained participants improved instruction in seminar classes and made an impact on co-workers, teachers, and principals. (author/pt)

ED 028 390 AC 004 249

McGrew, Jean Byron  
**An Analysis of the 1963-64 National Association of Secondary-School Principals' Administrative Internship and its Implication for the Internship in Educational Administration.**

Northwestern Univ., Evanston, Ill.  
Pub Date 66  
Note—357p.; Ph. D. Thesis.  
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 67-4248, MF \$4.60, Xerography \$16.20).

**Document Not Available from EDRS.**

Descriptors—\*Administrative Personnel, Case Studies (Education), Doctoral Theses, \*Educational Administration, Interagency Cooperation, \*Internship Programs, Investigations, \*Professional Associations, Role Perception, \*Secondary Schools, Universities

The primary purposes of this study were: (1) to establish, through a detailed examination of the professional literature, a set of criteria for those practices considered to be desirable to the operation of an administrative internship; (2) to collect data through a case study of the 1963-64 NASSP administrative internship; and (3) to examine those data in terms of the established criteria. The sources of data included books, articles in professional journals, dissertations, personal interview of interns, written material and evaluations on file in the NASSP offices in Washington D.C., and questionnaires sent to the school officials designated by the interns as the person most responsible for hiring them. Opinion in the professional literature allowed for the development of nine criteria in three broad categories: the relationship of the internship to the university, university supervision of internship, and internship experiences in the cooperating school. The data showed that the criteria were most successfully met in those areas in which the cooperating schools held the major responsibility and least successfully met where the cooperating universities held it. Universities preparing educational administrators have become increasingly interested in the administrative internship but are divided and uncertain about their proper role. (author/nl)

ED 028 391 AC 004 250

Odokara, Elijah O.  
**A Theoretical Basis for Analysis of Adult Education in Developing Countries: A Review of Adult Education Programs in Rural Communities of Eastern Nigeria.**

Michigan State Univ., East Lansing.  
Pub Date 66  
Note—348p.; Ph. D. Thesis.  
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 67-7588, MF \$4.45, Xerography \$15.75).

**Document Not Available from EDRS.**

Descriptors—\*Adult Education, \*Conceptual Schemes, Curriculum, \*Developing Nations, Doctoral Theses, Educational Needs, Financial Support, Instructional Materials, Instructional Staff, Interagency Cooperation, Physical Facilities, Program Descriptions, \*Program Effectiveness, Publicize, Regional Programs, \*Rural Areas, Teaching Methods, University Extension

**Identifiers—\*Nigeria**  
This study aimed (1) to develop a conceptual scheme for viewing adult education in a developing country; (2) to employ the scheme in analyzing the county council-sponsored adult education program in 34 rural communities in Eastern Nigeria; and (3) to make suggestions and recommendations for expanding and strengthening the programs. Using the areas of social, economic, political, and individual development, the investigator produced a conceptual scheme in the form of an analytical grid with some derived criteria, attributes, and items as a plan for analyzing the program of the selected communities. The analysis revealed that subject matter contents were inadequately related to the needs of the clientele and educational purposes. Also creating a problem was the shortage of publicity and instructional materials. The government of Eastern Nigeria has done a commendable job in encouraging and promoting adult education schemes and programs in Eastern Nigerian communities through its various ministries in general and through its adult education headquarters at Owerri and Uyo in particular. These latter cooperate with the Extra-Mural division of the University of Nigeria. (author/nl)

ED 028 392 AC 004 251

Orr, John David  
**Migration of Rural Young Adults in Nebraska.**  
Nebraska Univ., Lincoln. Teachers Coll.  
Pub Date 67

Note—243p.; Ed. D. Thesis.  
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 68-3798, MF \$3.15, Xerography \$11.05).

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, \*Agriculture, College Attendance, Data Analysis, Doctoral Theses, Economic Factors, Educational Environment, Employment Opportunities, Geographic Location, \*High School Graduates, Manufacturing Industry, \*Migration Patterns, Psychological Characteristics, \*Rural Areas, Surveys, \*Young Adults

**Identifiers—Nebraska**

This study tried to determine the internal and external migration patterns as established by high school graduates of 1960, in rural Nebraska, and the association of educational, psychological, geographic, and economic factors with their migration and educational plans. Data for the study of the 4700 graduates were provided by almost 300 superintendents. The study revealed that even though Nebraska youth migrate to other states at the age when they are most productive, 44% of those studied were living in their home county in 1965. Also, rural graduates with higher scholastic achievement have a greater tendency to go to college and to migrate from their locale. Ruralness, density of population, and dependency upon agriculture, moreover, were seen to be associated with accelerated college education and migration from the county. Close proximity of work opportunity in manufacturing had an inhibiting effect upon the tendency to migrate. Similarly, in agricultural work opportunities, where more cattle were on feed per square mile, graduates migrated less. The percentage of migration was greater where the soil in the area was unable to support intensified agriculture. (se)

ED 028 393 AC 004 253

Preston, James Clarence  
**A Model for Cooperative Extension Program Determination in Community Resource Development.**

Cornell Univ., Ithaca, N.Y.  
Pub Date 68  
Note—177p.; Ed. D. Thesis.  
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 68-4635, MF \$3.00, Xerography \$8.20).

**Document Not Available from EDRS.**

Descriptors—Administrative Organization, Community Leaders, \*Community Resources, Decision Making, Doctoral Theses, Financial Policy, Information Needs, Investigations, Legislation, Local Issues, Models, \*Program Planning, \*Role Perception, \*Rural Extension, \*State Programs

**Identifiers—\*Cooperative Extension Service**

A study was made to develop a Cooperative Extension program response determination model for community resource development for application at the state level. Sub-objectives were to define the concept of community resource development, provide a basis for identifying clients for educational programs on community problems and decision making, indicate kinds of problems encountered in the public decision sphere by prospective clients, determine the kinds of information needed, and identify key elements needed for Cooperative Extension to create a suitable educational program. Key factors and major relevant components included the general nature and scope of relevant public problems; potential target clientele; limitations (if any) in basic state and Federal legislation relative to the scope of Cooperative Extension programs in community resource development; the philosophy, objectives, and appropriate policies for such a program; requirements in terms of a knowledge base, staffing, and the amount and source of funds; and the most appropriate type of organizational structure for program development and implementation. (author/ly)

ED 028 394 AC 004 254

Ribick, Thomas J.  
**Education and Poverty.**  
Princeton Univ., N.J.  
Pub Date 67  
Note—268p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-2513, MF \$3.45, Xerography \$12.15).

**Document Not Available from EDRS.**

**Descriptors**—\*Achievement Gains, Compensatory Education, \*Cost Effectiveness, Doctoral Theses, Dropout Prevention, \*Education, Expenditures, \*Income, Investigations, \*Poverty Programs, Preschool Programs, Statistical Data, Vocational Retraining

This study focused on the measurement and interpretation of income gains resulting from the improved education of poor persons. Several kinds of education (job retraining, dropout prevention, compensatory education, preschool programs, increased expenditures per pupil) were examined in terms of efficiency (average cost versus average returns) in alleviating poverty. Comparable efficiency measures were devised for each variety and the resulting estimates were contrasted. These estimates were supplemented with an overall evaluation of the benefits from education. Major conclusions were: (1) vocationally oriented training, at least in the form of recent manpower training programs, shows a higher payoff rate than conventional education; (2) benefit-cost ratios do not seem to justify emphasis on early school or preschool years; (3) benefit-cost ratios appear to rise from adding expenditures to school districts that are now spending relatively little; (4) general education probably results in bigger second generation effects, greater psychological returns, and more such intangible benefits than vocational education. (author/ly)

ED 028 395 AC 004 255

**Effects of Challenging and Supportive Instructions on Verbal Learning in Aged Persons.**

Columbia Univ., New York, N.Y.

Pub Date 67

Note—99p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-14,087, MF \$3.00, Xerography \$3.00).

**Document Not Available from EDRS.**

**Descriptors**—Age Differences, \*Complexity Level, Doctoral Theses, \*Motivation Techniques, \*Older Adults, \*Paired Associate Learning, Research, Retention, Socioeconomic Status, Teaching Styles, Time Factors (Learning), Verbal Ability, Verbal Learning, Young Adults

Sixty young men between 18 and 26 years of age and 60 within the 65-75 year age range, matched for verbal ability and socioeconomic status, were given two paired associate learning tasks differing in level of difficulty under neutral, supportive, and challenging instructions. Older persons revealed a greater performance decrement on the more difficult tasks than did the younger group; they did least well on the acquisition phase of learning under challenging instructions and best under the supportive treatment. No differential effects of instructions on relearning was found. The difference between young and old in number of trials needed to master the material under the supportive condition was significantly smaller than under the challenging one. The effects of feelings of inadequacy aroused by the ego-involving instructions on the difficult task were discussed in relation to their interference with the performance of the older persons. (se)

ED 028 396 AC 004 257

Ross, Robert Frances

**Differential Interest Characteristics of Career Women.**

Nebraska Univ., Lincoln. Teachers Coll.

Pub Date 67

Note—158p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-15,992, MF \$3.00, Xerography \$7.40).

**Document Not Available from EDRS.**

**Descriptors**—Age Differences, \*Correlation, Doctoral Theses, Educational Background, Employment Experience, Family Background, \*Housewives, \*Interest Scales, Investigations, Item Analysis, Marital Status, Occupations, Personality, \*Vocational Interests, \*Working Women

**Identifiers**—Career Orientation Scale, Strong Vocational Interest Blank

A study was made of career orientation differences between 200 career women and 200

noncareer women. Subjects were categorized by locally devised definitions and by scores on a scale of career and homemaking orientations and attitudes, then were administered Form M of the Strong Vocational Interest Blank (SVIB) and a background data sheet, and were scored on the Career Orientation Scale (COS). Seventy-four of the 98 possible correlations of vocational orientations with SVIB occupational and nonoccupational scales were significant. Scores on the COS also correlated significantly with certain of the background questionnaire responses (largely those on home environment and individual personality). The two groups appeared to lie along a bipolar interest continuum of "things" versus "people," with career women toward the pole of "things" and noncareer women toward that of "people." (author/ly)

ED 028 397 AC 004 258

Smith, George Watson

**An Exploration of Factors Associated with North Carolina Legislators' Perception of the North Carolina Agricultural Extension Service.**

Duke Univ., Durham, N.C.

Pub Date 67

Note—252p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-3447, MF \$3.25, Xerography \$11.50).

**Document Not Available from EDRS.**

**Descriptors**—Administrative Policy, Correlation, Doctoral Theses, Educational Responsibility, Factor Analysis, Financial Policy, Investigations, \*Legislators, Occupations, Opinions, Participation, \*Perception, Residential Patterns, \*Rural Extension, Socioeconomic Background, \*State Government, \*State Programs, Tenure Identifiers—\*Cooperative Extension Service, North Carolina

This study focused on the influence of selected personal factors on North Carolina legislators' perceptions of the North Carolina Agricultural Extension Service. A review of the theories of perception and related research was coupled with interviews with 145 members of the 124th General Assembly of North Carolina. Concepts of the district or county represented, degrees of involvement with the Agricultural Extension Service, place of residence, occupation, length of legislative service, and size of farm or business were the independent variables. Findings included the following: (1) each variable was significant for at least two, and as many as ten, of the 42 elements of perception examined; (2) degree of involvement with the Extension Service was the chief variable; (3) next came business or farm size, with seven significant associations, and occupation, with six; (4) length of service and concepts of the type of county or district represented were generally the least important. Major implications were derived for Extension Service dealings with the legislature, communication with individual legislators, and program planning and administration. Research was recommended on such topics as means of communicating with legislators and legislators' perception of their role. (author/ly)

ED 028 398 AC 004 259

Thede, Gaius Wendi

**Adult Experience: A Key to Christian Discipleship. Putting Immediacy and Emotional Content into a Christian Theology Specifically for Adults.**

Pacific School of Religion, Berkeley, Calif.

Pub Date 65

Note—490p.; Th. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-4471, MF \$6.25, Xerography \$22.05).

**Document Not Available from EDRS.**

**Descriptors**—\*Adult Education, Beliefs, Decision Making, Doctoral Theses, Educational Objectives, \*Educational Philosophy, \*Emotional Experience, Interpersonal Relationship, Investigations, \*Motivation, Participant Involvement, \*Religious Education, Teacher Role, Theological Education

The first practical problem of a Christian educator in reaching inadequately committed adults is motivation. Although educational psychology shows very little that goes beyond self-realization or self-actualization as the basic motive of man, the Christian view of man makes it clear that God's own motivation, agape (self-giving love), is also meant for man and is the only possible

adequate motivation. Philosophers like Polanyi now recognize the necessity of involvement for any knowledge. Religious knowledge, involving man more completely than any other kind, demands more complete commitment and greater personal risk, making decision more difficult. Decision and commitment are more likely if one's awareness and one's sense of involvement are increased. We propose a Christian "commitment theology" as the content of Christian adult education. Such a theology must deal with divine revelation, which is not propositional, but God's revelation of Himself in interpersonal relationships. Considerations suggest that we can approach adults on the basis, not of intellectual acuity, but of a "maturity" due to life lived; that the Christian educator's role is not as God-substitute but as bystanding "introducer"; and that the basic content can be "existential theology," centering on the Fatherhood of God. (author/ly)

ED 028 399 AC 004 260

Trickett, Wilson L.

**An Empirical Investigation of the Effectiveness of Executive Development Programs As Perceived by Participating Marketing and Sales Executives.**

Michigan State Univ., East Lansing.

Pub Date 67

Note—122p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-4228, MF \$3.00, Xerography \$6.00).

**Document Not Available from EDRS.**

**Descriptors**—\*Chief Administrators, Doctoral Theses, Followup Studies, Heterogeneous Grouping, Homogeneous Grouping, \*Management Development, \*Marketing, \*Participant Satisfaction, Program Content, \*Program Evaluation, Teaching Techniques, University Extension

A study of the effectiveness of executive development programs for marketing and sales executives tested three hypotheses: (1) participation in such programs results in identifiable benefits as perceived by the participants; (2) academically oriented executive development programs have significant advantages over company oriented programs as perceived by participants; and (3) program benefits as seen by participants are enduring. Phases of the study were an evaluation of a 2 1/2 week Graduate School of Sales Management and Marketing (1962), a questionnaire survey of 84 management and marketing executives (1964), and a followup evaluation in 1965 of the effectiveness of the programs. The hypotheses were basically substantiated. However, there was relatively little enthusiasm for company programs as compared to academically oriented programs. Three major features of the more successful programs were: (1) participants had both the desire and the capacity to develop; (2) the best qualified instructors were university faculty with a business or business consulting background; (3) the curriculum fitted executives' daily employment needs, used the best learning techniques, and involved discussion among participants and with faculty. (author/ly)

ED 028 400 AC 004 261

Welch, Franklin Weldon

**Implementation of Title I of the Higher Education Act of 1965 in Tennessee.**

Florida State Univ., Tallahassee.

Pub Date 67

Note—226p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-7804, MF \$3.00, Xerography \$10.35).

**Document Not Available from EDRS.**

**Descriptors**—Advisory Committees, Case Studies (Education), Communication (Thought Transfer), Community Leaders, Doctoral Theses, \*Federal Aid, \*Federal Legislation, \*Higher Education, Institutional Facilities, Investigations, Population Distribution, Professional Personnel, \*State Agencies, \*State Programs, Urban Areas

**Identifiers**—\*Higher Education Act of 1965, Tennessee

The purpose of this study was to analyze the operation of Title I of the Higher Education Act of 1965 in Tennessee. Sources of data were: Title I files in the State Agency at the University of Tennessee, college catalogs, correspondence, printed materials, questionnaires completed by institutional directors of Title I, and interviews with



state agency officials and Title I institutional directors. The research method employed was the case study. The program in Tennessee followed the stated philosophy and the "Regulations." Problems restricting implementation of Title I were: the naming of the University of Tennessee as the state agency, the limited function of the advisory council system, state agency emphasis upon research, manpower shortages at institutions and the agency, problems in communication, and inexperience. Significant relationships were found between amount of funds received and planning with persons outside higher education, population density, and number of participants. Title I participants were community leaders and professionals living in urban communities. Thirty-two proposals were funded under the 1966-67 funding. Personnel used in Title I were from the field of higher education and held the doctorate or a high position in community leadership. (author/nl)

ED 028 401 AC 004 262

White, Leland Walter

Vocational and Technical Educational Needs of the Adult and Out-of-School Youth in South Dakota.

Texas A and M Univ., College Station. Div. of Elementary Education. Pub Date 66

Note—171p.; Ed. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 67-267, MF \$3.00, Xerography \$8.00).

Document Not Available from EDRS.

Descriptors—\*Adult Vocational Education, Area Vocational Schools, Bibliographies, Business Education, Clerical Workers, Doctoral Theses, \*Educational Needs, \*Employment Projections, Industry, Investigations, Laborers, \*Population Trends, Sales Workers, Service Occupations, Skilled Workers, \*State Programs

Identifiers—\*South Dakota

The purposes of this study were to determine (1) if the present South Dakota vocational education program was adequate, (2) what the 1970 projected needs of industry in South Dakota would be, (3) what broad areas of training should be included in an adequate state program, and (4) what was the most feasible plan for implementation of the program. Data were gathered from three major sources: (1) the United States 1950 and 1960 Census, (2) official records of the United States Employment Security Office, Aberdeen, South Dakota, and (3) official records of South Dakota Department of Public Instruction. Dispersion rates were determined for both age and occupations for each census year. Conclusions were: South Dakota provided vocational education for 5,321 persons in 1965, and projections indicated that by 1970 13,321 persons will require vocational education; (2) six multi-county vocational schools should be established and strategically placed to serve the state adequately; and (3) the broad training areas required in South Dakota were craftsmen, clerical, sales, operatives, service, and private household. (Included in the appendixes are the letters used, a representative two-year business curriculum of South Dakota's institutions of higher learning, and a bibliography. (author/nl)

ED 028 402 AC 004 263

Woeste, John Theodore

An Analysis of the Association of Selected Factors to Job Performance of Cooperative Extension Area-Specialists.

Wisconsin Univ., Madison.

Pub Date 67

Note—329p.; Ph. D. Thesis.

Available from—University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan 48106, (Order No. 67-6846, MF \$4.25; Xerography \$14.85).

Document Not Available from EDRS.

Descriptors—Communication Problems, Doctoral Theses, \*Extension Agents, Financial Support, \*Individual Characteristics, Interaction, Investigations, Job Analysis, \*Organizational Climate, Regional Programs, Sampling, Scheduling, \*Specialists, Statistical Data, \*Task Performance

Identifiers—Indiana, Kentucky

The job performance of area-specialists and county agents in Kentucky and Indiana Cooperative Extension Services was measured; and relationships between their job performance and per-

sonal and organizational variables were identified. Data were collected by 350 self-reported work samplings per respondent during one work cycle in the Spring of 1966, and by interviews. Analysis of data was by frequency distribution, differences of means and proportion tests, and the one-way ANOVA technique. Relationships were not found between methods of financing area-specialist work and their job performance; the number of relationships prescribed and the percentage of time spent in internal organizational contacts; the type of job stipulated in prescribed organizational relationships and staff coordination index value; and area-specialists' field of specialization and job performance. Among conclusions were: a need exists for greater understanding of the duties and responsibilities of the field staff; insufficient contact exists between area specialists and county agents; specialization in decision making exists in extension organizations; highly trained professional personnel spend a large percentage of time performing routine tasks; and clientele can be involved in financing of area specialist work. (author/pt)

ED 028 403 AC 004 291

Waters, Elzberry, Jr.

Application of Demand Analysis in Marketing Continuing Education.

George Washington Univ., Washington, D.C.

Pub Date Jan 69

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Budgeting, Costs, \*Credit Courses, \*Educational Demand, \*Educational Planning, Income, Investigations, Models, \*Off Campus Facilities, Prediction, Publicize, Student Enrollment, Tuition, \*Universities

Identifiers—\*George Washington University

This study investigated the feasibility of applying economic demand analysis (especially elasticity of demand) in marketing George Washington University off-campus degree programs. In the case under study, a supplemental budget request had to be submitted to meet expenses incurred by an unforeseen increase in demand for graduate and undergraduate credit courses in the College of General Studies. Accordingly, a written and graphic analysis was made of the budget justification in terms of the total contribution profit concept, break-even analysis, and the multiple functional relations affecting the demand for credit courses. A framework or model was also sought for an intelligent approach in other off-campus departments to planning, prediction, and control of functions. The resulting tuition increase was accompanied, not by the expected drop in demand, but by an increase. This apparent paradox was attributed to factors other than elasticity of demand (curriculum, total tuition, tuition assistance, promotion) which entered into the final determination of demand. Implications for budgeting and program planning were noted, together with suggestions for further research. (ly)

ED 028 404 AC 004 299

Carlson, Robert A.

Merger in Extension: A History and Analysis of Merger at the University of Wisconsin.

Wisconsin Univ., Madison.

Pub Date 68

Note—124p.; M. A. Thesis.

EDRS Price MF-\$0.50 HC-\$6.30

Descriptors—Agricultural Education, Community Service Programs, Educational Radio, Educational Television, Federal Aid, General Education, \*Historical Reviews, Liberal Arts, Masters Theses, \*Mergers, \*Rural Extension, \*State Universities, \*University Extension, Urban Extension

Identifiers—Fred Harvey Harrington, \*University of Wisconsin

A study was made of the antecedents and the results to date (1968) of the merger of Agricultural Extension, General Extension, and educational broadcasting at the University of Wisconsin. This was finally achieved in 1963 by President Fred Harvey Harrington. The struggle between efforts to maintain a traditional liberal arts orientation and efforts to expand and emphasize practical, applied arts and sciences was traced, beginning with the short courses and the Farmers' Institutes of the late 1800's. Major changes and points of conflict included the rise of Agricultural Extension, aided by the increasingly popular College of Agriculture, from 1914 until

after World War II; the shift of General Extension to fee-charging off-campus and correspondence courses within a relatively formal academic program; a change of Agricultural Extension emphasis from agricultural education to Four-H and other urban extension services; and increased General Extension involvement during the 1950's and 1960's in broad, problem-oriented, foundation-supported regional development programs. It was concluded that, with the merger, university resources had been effectively concentrated for public service outreach. (ly)

ED 028 405 AC 004 311

Pirie, Peter And Others

Coming of Age in Samoa -- The Peace Corps Way. Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—Adjustment (to Environment), Area Studies, \*Cross Cultural Training, \*Field Experience Programs, \*Indigenous Personnel, Program Content, Program Descriptions, Program Development, \*Program Evaluation, Training Techniques, Universities, \*Volunteer Training

Identifiers—\*Peace Corps, Samoa

University training programs for Peace Corps Volunteers have not been successful, due to the lack of definite prescriptions by the Peace Corps and of creative programming by the universities; but Samoa I, II, and III, run by the University of Hawaii, have developed a new approach which seems successful. Samoa I, based on Area Studies and Language instruction by Samoans, inadequately prepared the Volunteers for the realities of the Samoan social structure. In Samoa II, host-country nationals were used as discussion group leaders as well as language instructors; the program concluded with two weeks of transitional training in a simulated Samoan village. In Samoa III, 14 Volunteers spent the first three weeks living with Samoan families in the Nanakuli area on Oahu and were occupied with High Intensity Language Training under native Samoans. Cross Cultural Studies (instead of Area Studies) occupied the last nine weeks; feedback materials from Volunteers in the field were used and a much greater responsibility to provide conditions promoting "self-assessment" was assumed. It is recommended that groups be kept small, native Samoans be used as instructors, feedback be used, the cross cultural experience be continued, and original research materials be developed. (eb)

ED 028 406 AC 004 370

Bratchell, D.F.

The Aims and Organization of Further Education.

Pub Date 68

Note—165p.

Available from—Pergamon Press, Inc., 44-01 21st Street, Long Island City, N.Y. 11101 (\$2.50)

Document Not Available from EDRS.

Descriptors—\*Administrative Organization, \*Adult Education, Degrees (Titles), Educational Certificates, Educational Legislation, \*Educational Objectives, Glossaries, Higher Education, Historical Reviews, Secondary Education, Statistical Data, Teacher Education, Technical Education, Testing

Identifiers—\*Great Britain

This work reviews the historical background, aims, and administration of further education in Great Britain; types of courses and course arrangements; and the teacher situation in further education. The beginnings of state aid, the development of technical, secondary, and university education, the 1956 and 1961 White Papers on technical education, and results of the 1944 Education Act are among the highlights of the first chapter. In the next chapter, the scope and distinct aims of further education are discussed in relation to industrial needs and to the aims of teachers' colleges and universities. Administrative organization is charted for the Department of Education and Science, further education colleges, and the local education authorities (under the Ministry of Education). Next, basic provisions for liberal technical education are covered, together with vocational and professional qualifications, degrees, national certificates and diplomas, examination procedures, courses in commerce and in art, and enrollment data for full-time, part-time, and sandwich (alternating work and study) courses. Finally, the training, qualifications, and supply of teacher personnel is evaluated, mainly in terms of three major na-

tional reports. A glossary, tables, references, and an index are included. (ly)

ED 028 407

AC 004 371

Burch, Glen

**Challenge to the University; An Inquiry into the University's Responsibility for Adult Education. Notes and Essays on Education for Adults, 35.** Center for the Study of Liberal Education for Adults, Brookline, Mass.

Pub Date Feb 61

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—Administrative Organization, \*Community Services, Cooperative Planning, Credit Courses, \*Educational Responsibility, Financial Policy, Historical Reviews, Instructional Staff, Noncredit Courses, Program Descriptions, Program Planning, \*Role Perception, \*Universities, \*University Extension

An exploration was made of trends in continuing education at the University of California (Berkeley and Los Angeles), Michigan, Michigan State, Oregon State, Wayne University, Illinois, Harvard, New York University, the University of Chicago, and several other universities. The university was discussed as basically a community of scholars, and an assessment was made of what its role is, or should be, in society. Examples were provided of conventional extension education, broadly based educational services, and professional and general continuing education. Certain issues faced in organizing for service were examined: whether such service is to be integral or peripheral; whether to stress formal credit programs or informal noncredit work; whether programs will be centralized or decentralized; whether faculty members or nonfaculty will be used and on what basis, and whether services should be subsidized or required to be self-supporting. A trend was seen toward greater cooperation, and in some cases coordination, in relationships with other universities; instances of both were described. Finally, a four-dimensional educational system, incorporating continuing education with primary, secondary, and higher education, was urged. (ly)

ED 028 408

AL 001 357

Gross, Louis N.

**A Computer Program for Testing Grammars On-Line.**

Pub Date Jul 68

Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—\*Computational Linguistics, Computer Assisted Instruction, Computer Programs, \*Tests, \*Transformation Generative Grammar

Identifiers—Compatible Time Sharing System, CTSS, LISP

This paper describes a computer system which is intended to aid the linguist in building a transformational grammar. The program operates as a rule tester, performing three services for the user through sets of functions which allow the user to—specify, change, and print base trees (to which transformations would apply); define transformations and specify the conventions for applying them; and apply these transformations to the base trees. It is expected that the rule tester would be of use to a linguist who has written a transformational grammar in which his rules were explicit. He would use the rule tester to find out whether his rules actually do what he thinks they do, to modify the grammar when necessary, and to observe the workings of his rules in detail. The rule tester might be of use in teaching an introductory course in transformational grammar, enabling the student to observe the workings of the machinery of transformational application and to see his errors pointed out to him immediately. The program described here runs on the M.I.T. Compatible Time Sharing System and uses the LISP programming language. While the description of the program given in this paper is not sufficiently detailed to enable the linguist with no experience with computers and the CTSS system to use the program, it is hoped that the linguist will be able to judge whether it would be useful for him. A model "script" is appended. (JD)

ED 028 409

48

AL 001 389

Tjofsky, Ronald S.

**Structural Apperception in the Absence of Syntactic Constraints.**

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1784

Pub Date Jul 67

Contract—OEC-3-6-061784-0508

Note—27p.; Expanded version of speech presented at the Linguistic Society of America Summer Meeting, University of Michigan, Ann Arbor, July 27-28, 1967.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Grammar, \*Linguistic Performance, Semantics, \*Standard Spoken Usage, \*Syntax

Twenty-eight subjects were presented with computer generated grammatically deviant strings and asked to carry out two tasks on each of two experimental days. Task 1 was a forced-choice experiment in which 50 pairs of strings were presented aurally to each subject and he had to select that member of the pair which he felt was the best approximation to a good English sentence. In Task 2, subjects were required to read and rank each string on a scale running from 1 (completely unacceptable) to 5 (completely acceptable). A different order of stimulus presentation was employed on each experimental day; 14 subjects were assigned to one order on the first day and received the other order on the second day. Results show that subjects tend to prefer the same statement over orders and that rank and preference are highly correlated. There are considerable differences in preference among the 50 pairs of stimulus items. Analysis of the data suggests that this task yields information relevant to the linguistic and in particular the syntactic competence of subjects when applied to grammatically deviant strings. Subjects appear to be trying to cope with the statements by comparing them to acceptable syntactic and/or semantic patterns. (Author/DO)

ED 028 410

AL 001 437

Friedman, Joyce Martner, Theodore S.

**Analysis in Transformational Grammar.**

Stanford Univ. Computer Science Dept., Calif.

Computational Linguistics Project.

Spons Agency—Air Force Electronic System Div.

Report No—AF-34; CG-111

Pub Date Aug 68

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—\*Algorithms, \*Computational Linguistics, \*Structural Analysis, \*Transformation Generative Grammar, \*Transformation Theory (Language)

In generating sentences by means of a transformational grammar, it is necessary to analyze trees, testing for the presence or absence of various structures. This analysis occurs at two stages in the generation process—during insertion of lexical items (more precisely, in testing contextual features), and during the transformation process, when individual transformations are being tested for applicability. In this paper the authors describe a formal system for the definition of tree structure of sentences. The system consists of a formal language for partial or complete definition of the tree structure of a sentence, plus an algorithm for comparison of such a definition with a tree. It represents a significant generalization of Chomsky's notion of "proper analysis," and is flexible enough to be used within any transformational grammar which the authors have seen. (Authors/AMM)

ED 028 411

AL 001 578

Spolsky, Bernard

**What Does It Mean to Know a Language, Or How Do You Get Someone to Perform His Competence?**

Pub Date Nov 68

Note—23p.; Paper prepared for the second conference on Problems in Foreign Language Testing, University of Southern California, November 7-9, 1968.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Cloze Procedure, Communication Problems, Interference (Language Learning), Language Tests, \*Linguistic Competence, \*Linguistic Performance, Linguistic Theory, \*Redundancy, \*Second Language Learning, \*Verbal Communication

Fries' definition of knowing a language rejects the layman's notion that the criterion is knowing a certain number of words. It involves, rather, knowing a set of items—sound segments, sentence patterns, lexical items—which must be made a matter of automatic habit. Various approaches to

testing someone's use of a language have failed to take into account two vital truths about language: it is redundant, and it is creative. Redundancy, which may seem wasteful of effort, is of great use, as it reduces the possibility of error and permits communication where there is some interference in the communication channel (i.e., noise). Implications are that knowing a language involves the ability to understand a distorted message, and that theoretical questions may be raised about the value of deciding a person knows a language because he knows certain items in the language. Other implications are that one may learn a language just as well by listening as by speaking, and that we can find out about "knowledge of a language" equally well when we test passive and active skills, because the same linguistic competence, the same knowledge of rules, underlies both kinds of performance. One approach to test ability in a second language may be to add noise, or mask portions of text. (AMM)

ED 028 412

AL 001 608

Spolsky, Bernard

**Some Psycholinguistic and Sociolinguistic Aspects of Bilingual Education.**

Pub Date [68]

Note—12p.; A slightly different version of this paper was presented at the Conference on Teaching the Bilingual Child, Univ. of New Mexico, Nov. 22, 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Bilingual Education, \*Bilingualism, Cognitive Processes, Linguistic Theory, \*Psycholinguistics, Second Language Learning, \*Sociolinguistics

Identifiers—Linguistic Relativity

Both sociolinguistics and psycholinguistics are relatively recent areas of study and they tend to overlap. One way in which they overlap is in the selection of topics, among them bilingualism and linguistic relativity. Studies of linguistic relativity demonstrate that, although there are clear surface distinctions between the way languages map physical reality, and although these distinctions may influence the ease of memory and description, there is no evidence that these differences are fundamental or that they prevent the formation of concepts. Concerning the question of how bilingualism affects language development, no final statements can be made. One extreme position, the balance theory, holds that each individual has only a certain amount of language learning ability and if it is divided between two languages, the knowledge of each language will be weaker. At present language testing instruments are not precise enough to test this hypothesis. While the evidence now collected seems to favor the balance theory, a great deal more study is needed on this complex question. Therefore, although no one suffers cognitively by learning one language rather than another, there will possibly be some loss in linguistic ability when two languages are learned. Unless this is offset by increased motivation, there will be a loss in other subjects. Bilingual education is closely tied to a society that accepts both languages. (JD)

ED 028 413

AL 001 685

Feldman, David M.

**On Utterance Final [i] and [u] in Portuguese.**

California State Coll., Fullerton, Lab. for

Phonetic Research.

Report No—R-1

Pub Date 68

Note—25p.

Available from—Director, Program in Linguistics, California State College at Fullerton, 800 N. State College Boulevard, Fullerton, California 92631.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—\*Acoustic Phonetics, Applied Linguistics, \*Articulation (Speech), Consonants, Interference (Language Learning), Phonemes, \*Phonetic Analysis, \*Portuguese, Pronunciation, \*Second Language Learning, Spectrograms, Syllables, Vowels

Identifiers—\*Brazilian Portuguese

Although standard descriptions of spoken Brazilian Portuguese assign separate allophones to both /i/ and /u/ in utterance-final position after a vowel, it has been observed that in rapid speech native speakers articulate /i/ and /u/ in this position so that they are indistinguishable to the average speaker. To answer questions about



the possible merger of phonetic norms, loss of phonemic contrasts, and syllable structure, an aural recognition test of minimal pairs was devised and spectrographic and fluoroscopic studies were made. The subjects were native speakers from the Cearense, Fluminense, Caipira and Sao Paulo dialect areas. Results of the preliminary aural recognition test proved inconclusive. The instrument tests showed a maximal differentiation between /l/ and /u/ in utterance-final position after a vowel revealed in the speech of the Sao Paulo and virtually all measurable distinction between /l/ and /u/ in this position was lost. It was concluded that utterance final /CVu/ and /DVu/ (stressed vowels) are characteristically realized as single syllables and that informants distinguish between members of such pairs as "mel"/"meu" on the basis of the nuclear vowel rather than any contrast in the final consonant. Suggestions are given for teaching these sounds to speakers of Spanish and English. (JD)

ED 028 414 AL 001 761

Travis, Charles S.  
How We Speak and Understand English.

Pub Date [Mar 69]

Note—23p.; Paper presented at the Southeastern Conference on Linguistics, Florida State University, Tallahassee, March 28-30, 1969.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*English, \*Linguistic Competence, Linguistic Performance, Linguistic Theory, \*Listening Comprehension, Models, \*Speaking, Syntax, \*Thought Processes

Identifiers—\*Decoding, Encoding

In this paper the author examines the "encoding-decoding" model of speaking and understanding English. He reviews in detail an objection to the model: that it was specifically designed with a view to incorporating linguistic theories, such as syntax, into it. As a result, what it more or less accurately represents is the relation between the linguist and some language other than his own which he may be studying. However, this relation is necessarily quite different from that holding between the competent speaker-hearer and his own language. What seems to be required of an explanation of how we understand English is that it describe how, on hearing an utterance, we attain an appropriate terminal state. This is a description that the encoding-decoding model clearly fails to provide. What it does describe is a terminal event (the emission of a signal). Even if the model were revised so that it did describe a terminal state, that state could not account for understanding an utterance. The author believes, however, that (with a few refinements in the model) there is no reason to take the objections seriously at all. He next discusses the encoding part of the model which accounts for how we speak English. (DO)

ED 028 415 AL 001 764

Brown, Dennis Lee  
Identification of American English Initial /l/ and /r/ by Native Speakers of Japanese.

Pub Date Feb 69

Note—85p.; Expanded version of paper presented at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—\*Acoustic Phonetics, \*American English, \*Auditory Perception, Consonants, English (Second Language), \*Interaction Process Analysis, \*Japanese, Phonology, Second Language Learning, Syllables, Vowels

Six hundred and sixteen CVC stimulus syllables beginning with /l/ and /r/ were presented by tape recording to six Japanese foreign students at Indiana University. Analysis of variance showed the effect of the final consonant variable on the identification of initial /l/ and /r/ was significant at the .05 level; the effect of the CV interaction was significant at the .01 level. Response scores for the CV interaction pairs correspond closely to the magnitude of the third formant shift from /l/ and /r/ to the various syllable nuclei determined by Lebeste. Specific results, correlations with frequency of occurrence and acoustic data, and implications for improving /l/ and /r/ identification by native speakers of Japanese are discussed. (Author/DO)

ED 028 416 AL 001 767

Long, Richard A.  
The Uncle Remus Dialect: A Preliminary Linguistic View.

Pub Date Mar 69

Note—7p.; Paper presented at the Southeastern Conference on Linguistics, Florida State University, Tallahassee, March 28-30, 1969.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—\*African Languages, American English, Creoles, \*Dialect Studies, Grammar, Morphology (Languages), \*Negro Dialects, \*Nonstandard Dialects, Phonology, Pidgins, Regional Dialects, Southern States, Syntax, Verbs

Identifiers—Joel Chandler Harris, Melville Herskovits, Niger Congo Languages, Uncle Remus  
Anthropologist Melville Herskovits, in the section on language of his book "The Myth of the Negro Past" (1941), gives one of the first scientific orientations to the study of black speech in the United States. His basic contribution was to establish the following main points: (1) that the black people in the New World came from regions of Africa where languages of the Niger-Congo family (Greenberg classification) were spoken; (2) that inevitably upon initial contact with New World dialects of European languages, speakers of these African languages created pidgins overwholly Niger-Congo in structure and varying European in lexicon; and (3) that the pidgins were succeeded by creoles. Looking at Joel Chandler Harris' Uncle Remus cycle from this point of view, the author believes that Harris emerges as a skilled recorder of such a creolized variety of Southern speech—the black Middle Georgia dialect. The most conspicuous features of this dialect are: the absence of the interdental consonant in any position, palatalization of the voiced and voiceless velar consonants, suppression of all varieties of "r," deletion of prefixing elements, contraction, and the uninflected verb and genitive. Reasons for all of these phenomena can be found in the Niger-Congo languages. Also compared are the tense systems of Niger-Congo and black dialect speakers. (DO)

ED 028 417 AL 001 789

Fiks, Alfred I. Brown, George H.  
Student Attitudes and Foreign Language Learning.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Spons Agency—Department of the Army, Washington, D.C.

Report No.—TR-69-2

Pub Date Mar 69

Note—49p.

Available from—Clearinghouse, USDC, Springfield, Va. 22151. Request no. AD-685-413. \$3.00 hardcopy, \$0.65 microfiche. Prepayment requested, checks payable to Clearinghouse.

Document Not Available from EDRS.

Descriptors—\*Attitudes, Attitude Tests, \*Interest Tests, Language Programs, \*Military Training, \*Motivation, Predictive Ability (Testing), \*Second Language Learning, Student Interests

Identifiers—\*Defense Language Institute

The goal of this research was to determine what implications student attitudes and motivational factors might have for foreign language student selection and course administration purposes in the Defense Language Institute (DLI) system. Data were collected from 326 military students at eight DLI schools studying nine different languages. Attitude domains assessed were interest, utilitarian orientation, xenophilic orientation, and course satisfaction. Secondary variables studied were age, military rank, foreign language aptitude, the training environment, the language studied, the type of course, and volunteer status. The criterion data were the final course scores and Army Language Proficiency Tests. It was concluded that: (1) Student attitudes toward foreign language learning in DLI classrooms are measurable in the form of various components, all of which appear to be fairly high in the sample measures. (2) The glamour and status associated with foreign language study was the single greatest source of student satisfaction with their course. (3) The impression of many language teachers that student motivation typically declines as the course progresses was substantiated by data in this research. (4) Two of the attitude components, interest and xenophilic orientation, correlated significantly, though modestly, with achievement indices. Future research might be directed at improving the predictive validity of these subscales. (JD)

ED 028 418 AL 001 796

Bordie, John G.  
Cultural Sensitivity Training for the Teacher of Spanish-Speaking Children.

Pub Date Mar 69

Note—11p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—\*Biculturalism, \*Bilingual Students, \*Cultural Education, \*English (Second Language), Sensitivity Training, \*Spanish Speaking, Teacher Education, Workshops

Identifiers—\*Cultural Sensitivity

In teaching English as a foreign language overseas, the teacher is often more successful than the teacher of English as a second language in the United States. Required to be constantly alert so that cultural assumptions in the teaching materials are not slighted, he must present all levels of speech and leave nothing about the language and culture to chance. The teacher who never leaves his home country encounters much the same situation and problems of adjustment when working with students from another cultural background. He must function in a new cultural situation without the recognition overseas life forces on one's awareness of the cultural differences. The program in Foreign Language Education at the University of Texas has been arranging workshops in Bilingualism and the Teaching of English as a Second Language for teachers in the school system of Texas, and has instituted cultural sensitivity training as a regular workshop feature. The workshop format includes: (1) an anthropological presentation and discussion of cultural differences; (2) a second language situation in which the teacher fills out a standard job application form in an unknown language; (3) a technical explanation of the unknown language; (4) small group discussions of teaching approaches; and (5) technical content and cultural sensitivity sessions. (AMM)

ED 028 419 AL 001 799

Finocchio, Mary  
Bringing the School and Community Together.

Pub Date Mar 69

Note—7p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Administrator Attitudes, \*Biculturalism, \*Bilingualism, Bilingual Students, Bilingual Teacher Aides, Bilingual Teachers, Cultural Background, Culture Conflict, \*English (Second Language), Parent Attitudes, \*School Community Cooperation, School Community Relationship, School Responsibility, \*School Role, Spanish Speaking, Student Attitudes, Teacher Attitudes

The important cooperative relationship between the school and its community assumes even greater importance when the learners are speakers of other languages. The single most important motivating force in learning a new language is the attitude of learners and their parents toward the new language and its speakers. Of all the responsibilities the schools have toward parents and the community, five have top priority: (1) developing a large number of truly bilingual teachers; (2) preparing bilingual teacher's aides; (3) establishing improved channels of communication between school and community; (4) developing mutually accepting relationships between English speakers and speakers of a second language; and (5) orienting teachers, supervisors, and curriculum writers in realistic attitudes toward their learners and their problems. Discussed are suggestions for possible school-community activities and techniques already adapted by some schools. The author stresses the importance of fostering positive attitudes on the part of school personnel toward non-English speaking parents. All the factors within the community—the language spoken by the majority of its members, and the socioeconomic and literacy levels—should be considered by the teachers and administrators. (AMM)

ED 028 420 AL 001 804

Vent, Myron H.  
Selected TESOL Developments in A.I.D.'s Assistance to Southeast Asia.

Pub Date Mar 69

Note—12p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Autoinstructional Aids, \*Educational Programs, \*English (Second Language), \*Language and Area Centers, \*Language Programs, Teacher Education

Identifiers—Agency for International Development, AID, \*Regional English Language Center, RELC, SEAMEO, Southeast Asian Ministers Education Organization, Teacher Education Program, TEP

A description of the Regional English Language Center (RELC) and the Southeast Asian Ministers of Education Organization (SEAMEO), which governs RELC and other educational projects either in operation or in advanced stages of planning, is presented. (Founding members of the Organization are Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and the Republic of Vietnam.) RELC, in operation since July 1968, is located in Singapore, and is funded from four main sources—the U.S. Government (AID, State, and USA); the Singapore Government, the British Government (British Council); and some self support from RELC. The Center's main functions will include conducting training courses for key personnel; collecting and disseminating information on training facilities related to English teaching; assisting and strengthening programs and facilities in English teaching in member states; acting as a central agency for the exchange of personnel; conducting and promoting research; and providing professional administrative support to scholars from within and outside the region. Concluding the report is a description and evaluation of TEP (Teacher Education Program), a self-instructional teacher-training course developed for AID by English Language Services (a division of Washington Educational Research Associates). (AMM)

ED 028 421 AL 001 807

Von Raffler Engel, Walburga

The Function of Repetition in Child Language as Part of an Integrated Theory of Developmental Linguistics.

Pub Date Mar 69

Note—12p.; Paper presented at the Southeastern Conference on Linguistics, Florida State University, Tallahassee, March 28-30, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Child Development, \*Child Language, Function Words, \*Language Patterns, Observation, Preschool Children, Speech Habits, Syntax, \*Verbal Communication, \*Verbal Development

Identifiers—\*Repetition

This paper represents an effort to explain the language development of the child within the analytic frame of overtly observable data and without recourse either to mathematical models or to postulating hypothetical underlying forms. From longitudinal studies of two-year old children conducted by the author as well as from similar data reported in the literature, it appears that the function of repetition in child language is twofold: (1) as a learning device for the retention of items newly acquired through imitation and (2) as a means of easing the process of conveying the message. Improvement of communication is the principle aim of the child's efforts to shape his language to the sociolinguistic pattern of others significant to him. Repetition's function of easing the strain of the message in its bare essentials only fulfills the same purpose that redundancy does in adult language. As a matter of fact, repetition ceases when the child's speech progresses to the point of employing functors as a part of a synthetic construction. (Author/DO)

ED 028 422 AL 001 808

Long, Ralph B.

Linguistic Universals, Deep Structure, and English as a Second Language.

Pub Date Mar 68

Note—18p.; Paper given at Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Contrastive Linguistics, \*Deep Structure, \*English (Second Language), Grammar, \*Language Universals, Linguistic Theory, \*Second Language Learning, Spanish, Surface Structure, \*Teaching Methods, Transformation Generative Grammar

In viewing the approach to English and other grammars in the light of linguistic universals, the author feels that the principal justification for deep structure analysis of English is that "deep structure analyses of all the languages of our multilingual world in combination can serve as a genuinely scientific basis of a defensible universal grammar." At the present time, however, teachers of English as a second language should teach "an intelligent updated traditional surface

structure grammar at all levels below the graduate and even at graduate levels." Surface structure differences, which may be considered "peripheral" in considering languages in general, are nevertheless "considerable." (Given is an example of contrasts between an English and Spanish question pattern.) After having taught the Jacobs and Rosenbaum "English Transformational Grammar" in a graduate course in grammatical theory and analysis, the author contends that the terminology and format of deep structure English grammar are "unnecessarily troublesome" at present. If the purpose of English teachers is to teach the English actually spoken and written, they must teach surface structure English. The author questions and discusses the desirability of thinking in terms of transformations at all. (AMM)

ED 028 423 24 AL 001 821

Labov, William And Others

A Study of the Non-Standard English of Negro and Puerto Rican Speakers in New York City. Volume I: Phonological and Grammatical Analysis.

Columbia Univ., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-3288

Bureau No.—BR-5-0545

Pub Date 68

Contract—OEC-6-10-059

Note—397p.

EDRS Price MF-\$1.50 HC-\$19.95

Descriptors—Adolescents, Adult Characteristics, Age Groups, American English, Contrastive Linguistics, Culture Conflict, Generative Grammar, \*Grammar, \*Language Research, Language Styles, Middle Class Culture, Negative Forms (Language), Negro Culture, \*Negro Dialects, Peer Groups, \*Phonology, Plurals, Reading Failure, Rural Urban Differences, Social Differences, Social Values, \*Sociolinguistics, Speech, Syntax, Tenl, Urban Youth, Verbal Ability

Identifiers—Harlem, \*New York City

This study investigates the structural and functional differences between the non-standard Negro English of northern ghetto areas (NNE) and standard English (SE). The major field work was done in Central Harlem with (1) a geographically random sample of 50 pre-adolescent speakers in Vacation Day Camps, (2) six pre-adolescent and adolescent peer groups in Harlem, studied in individual interviews and group sessions, and (3) a random sample of 100 adults, in a middle-class area and two working-class areas. The linguistic analysis in this volume shows NNE related to SE by differences in low-level rules which have marked effects on surface structure. The -ed suffix, for example, is affected by rules of consonant cluster simplification; systematic variation of such clusters regularly differentiates past tense clusters from stem clusters, and also registers the strong effect of a following vowel in preserving the cluster. NNE is found to have no third singular -s or possessive suffix, but to have an intact plural -s. The absence of the copula is considered the result of regular phonological rules which remove single consonants remaining after contraction. A NNE negative concord rule distributes the underlying negative particle more consistently and to a wider range of environments than in white non-standard English. Repetition tests showed that many NNE speakers understand both NNE and SE forms but produce NNE forms. See AL 001 822 for Volume II. (Author/JD)

ED 028 424 24 AL 001 822

Labov, William And Others

A Study of the Non-Standard English of Negro and Puerto Rican Speakers in New York City. Volume II: The Use of Language in the Speech Community.

Columbia Univ., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-3288

Bureau No.—BR-5-0545

Pub Date 68

Contract—OEC-6-10-059

Note—366p.

EDRS Price MF-\$1.50 HC-\$18.40

Descriptors—Age Groups, Contrastive Linguistics, Culture Conflict, English Instruction, Ethnic Groups, Instructional Improvement, Language Styles, \*Language Usage, National-

ism, Negro Attitudes, \*Negro Culture, \*Negro Dialects, Negro Education, Negro Youth, Peer Groups, Puerto Ricans, Racial Recognition, Reading Instruction, Social Values, \*Sociolinguistics, Stereotypes, Tenl, Urban Culture, Urban Language, \*Verbal Ability, Verbal Communication

Identifiers—Harlem, \*New York City

Volume I of this report (AL 001 821) is a general description of the project, background and related research, the methods employed, and a linguistic analysis of the structural differences in grammar and phonology between non-standard Negro English (NNE) and Standard English (SE). Volume II is directed to a wider range of readers and deals with the differences in the uses of NNE and SE. Included here are a description of the peer groups and vernacular culture studied in Volume I, a description of NNE speech events and group standards of excellence, culture, the subjective evaluation of language differences by adults, and overt attitudes towards language. It is concluded that NNE is a dialect of English with certain extensions and modifications of rules found in other dialects. The verbal capacities of ghetto children are much greater than those found by other investigators. While structural conflict between NNE and SE is one factor in reading failure, functional conflict (cultural conflict between NNE and SE value systems expressed as different language norms) is the chief problem. It is recommended that children learn to read by reading back their own words, that young, male "auxiliary teachers" be used to mediate between teachers and students, and that the teaching of SE in the early grades be linked to the value system the NNE student brings to school. (Author/JD)

ED 028 425 48 AL 001 826

Blair, Robert W. And Others

Cakchiquel Basic Course.

Brigham Young Univ., Provo, Utah.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research; Peace Corps (Dept. of State), Washington, D.C.

Bureau No.—BR-6-8745

Pub Date 69

Contract—OEC-4-7-068745-0070

Note—910p.; Volume I: 392p., Volume II: 518p.

EDRS Price MF-\$3.50 HC-\$45.60

Descriptors—Audiolingual Methods, Autoinstructional Aids, \*Cakchiquel, \*Instructional Materials, \*Language Instruction, Pattern Drills (Language), \*Second Language Learning, Tape Recordings, Teaching Methods

Identifiers—Core Stage, Preparation Stage

This course is designed with one primary goal in view: to encourage and lead the learner to communicate in Cakchiquel in and out of class. Each of the 12 units has a "preparation stage" which consists of a self-instructional program together with other activities for the student preparatory to meeting with the instructor or coming to class. Much of this preparatory material is on tape, and it consists of phonology drills (earlier units) and grammar drills and explanations. Following the preparation stage is the "core stage" in which material is presented by the instructor in short question-answer exchanges called micro-wave cycles (Stevick, ED 012 897). This stage provides for supervised application and active use of the material introduced in the preparation stage. By means of the exercises and activities found in the core stage it is hoped that the student can attain a state of overlearning, which he will then maintain by the continued review and use of the material. It is expected that the student knows Spanish since that is the language in which glosses are given in the core stage. Appended are a Cakchiquel chrestomathy, useful sentences and dialogs, games and contests, questions and problems for discussion, verb conjugations, and vocabulary lists. For information on obtaining tapes, write to Peace Corps, Washington, D.C. 20525. (DO)

ED 028 426 48 AL 001 827

Berry, Jack Kutei, Nii Amon

An Introductory Course in Ga. Final Report.

Northwestern Univ., Evanston, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0811

Pub Date Mar 69

Contract—OEC-1-7-070811-3889

Note—152p.

EDRS Price MF-\$0.75 HC-\$7.70



Descriptors—Descriptive Linguistics, \*Ga, \*Instructional Materials, \*Language Instruction, Language Patterns, Language Tests, Pattern Drills (Language), Phonology, Standard Spoken Usage, \*Structural Analysis, Tape Recordings, Tone Languages  
Identifiers—Ghana

This course in Ga was designed for use by a teacher who is a professional linguist, perhaps with the assistance of a native speaker of Ga. In preparing the course, the authors had in mind that Ga has not yet been accorded the detailed description and analysis that some other Ghanaian languages have received. This is especially true in matters of tone and intonation. Their principal aim, accordingly, has been to present a working analysis of the more important features of modern spoken Ga, as well as sufficient additional material for further analysis by users of the course themselves. The first six lessons use a number of drills to lay the basis for familiarity with and control of the sound system. The remaining 59 lessons center around different aspects of structure. All lessons supply material for repetition by the students—conversations and structure drills. Some lessons also contain quizzes to test the student's understanding of the text. Answers to these quizzes are included in the tapes which accompany the course and so may be used by the student to check his answers. For information on obtaining the tapes, write to the authors at Northwestern University, Evanston, Illinois 60201. An appendix contains an outline of the derivation of the plural forms of nouns from the singular. A glossary concludes the text. (Author/DO)

ED 028 427 24 AL 001 828

Zintz, Miles V.

What Classroom Teachers Should Know About Bilingual Education.

New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0609

Pub Date 15 Mar 69

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—American Indians, Bibliographies, \*Biculturalism, \*Bilingual Education, \*Bilingual Schools, Contrastive Linguistics, Cultural Background, \*Cultural Education, Cultural Factors, \*English (Second Language), Ethnic Groups, Instructional Materials, Second Language Learning, Spanish, Spanish Speaking, Student Evaluation, Teaching Guides, Teaching Methods, Teaching Techniques, Vocabulary

Chapter I of this classroom teacher's guide to bilingual education discusses cross-cultural education and English language learning, with illustrations from Navaho, Alaskan Indian, Zuni, and Mexican-American cultures. It is stressed that teachers must be alert to the differences in languages, values, customs, and the cultural heritage of their students. They must understand their students' feelings, attitudes, and emotional responses. One way of life or one language for communication is not better, or "more right," than another. Chapter II discusses several basic linguistic principles and components of language. Some contrastive points of Spanish and English grammar and pronunciation are also presented, in non-linguistic terminology. In Chapter III, some techniques for teaching oral substitution, expansion, and transformation practices are illustrated. Chapter IV presents some techniques for developing vocabulary and briefly describes several TESOL texts. Chapter V defines and discusses some principles underlying bilingual education and cites programs observed in South Africa, Wales, Canada, and Miami, Florida. Materials for Spanish-English bilingual programs, and selected bilingual readings for classroom teachers are listed. Annotated bibliographies of studies on cultures, language, vocabulary, and TESOL texts are appended. (AMM)

ED 028 428 24 AL 001 829

Ulibarri, Horacio

Interpretive Studies on Bilingual Education. Final Report.

New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0609

Pub Date Mar 69

Contract—OEC-0-080-609-4531-010

Note—151p.

EDRS Price MF-\$0.75 HC-\$7.65

Descriptors—American Indians, Annotated Bibliographies, Bibliographies, \*Biculturalism, \*Bilingual Education, \*Bilingualism, Bilingual Students, Child Language, Community Relations, Cultural Background, Cultural Education, \*English (Second Language), Program Descriptions, Project Training Methods, Spanish Speaking, Student Evaluation, \*Teaching Methods, Testing

This project, carried out in 1968-1969, undertook as its main purposes (1) to review the research that has been conducted on bilingual education; (2) to obtain the recommendations on bilingual education from those persons who have been actively engaged in working with this problem; (3) to conduct on-site visitations to see at first hand programs of interest, programs with potential for achieving inter-group reactivity, and (4) to draw from the study implications for educational practice and administration, and research in the area of bilingual-bicultural education. The first main section of this report summarizes the purposes of the bilingual program, growth and development, language acquisition and learning, programs and methodology, projects, and tests and measurements. The second main section describes goals, the bilingual education program, the teacher and bilingual education, materials, teacher methodology, evaluation, and school and community relations. The final section deals with the same topics in terms of implications for research. An annotated bibliography on bilingualism is followed by a selected bibliography and a listing of projects and on-going programs in bilingual education. (AMM)

ED 028 429 24 AL 001 830

Ulibarri, Horacio

Administration of Bilingual Education.

New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0609

Pub Date Mar 69

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Acculturation, American Indians, \*Biculturalism, \*Bilingual Education, \*Bilingualism, \*Bilingual Students, Cultural Education, Disadvantaged Youth, Educational Programs, \*Program Administration, Second Language Learning, Sociocultural Patterns, Spanish Speaking

The administrator in a bilingual, bicultural community must act with caution, forbearance, and great understanding, paying intense heed to his community. The term "bilingualism" refers to facility in the use of two languages, ranging from a minimal knowledge of either language to a high level of proficiency in both. "Biculturalism" is a functioning awareness and participation in two contrasting sociocultures. Biculturalism can be attained without being bilingual; bilingualism can be attained without dual acculturation. In developing a taxonomy for the bilingual program, the psycholinguistics and emotional commitments of the bilingual child should be considered. He may become more committed emotionally to a given concept if taught in one language rather than another. Some program objectives, which can be measured in terms of behaviors, are (1) the bilingual child will participate in more extra class activities; (2) he will learn more about his cultural values and see the differences between his native culture and the Anglo-American cultural value system; and (3) he will understand the process of acculturation. A discussion of teachers, materials, and testing, and a description of funding sources for bilingual, bicultural programs conclude this study. See related documents AL 001 828 and AL 001 829. (AMM)

ED 028 430 AL 001 831

Lindamood, Patricia C.

Facilitation of Language and Literacy Development through Intensive Auditory Perceptual Training.

Pub Date Mar 69

Note—8p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Auditory Discrimination, Auditory Evaluation, \*Auditory Perception, \*Auditory Training, \*Auditory Visual Tests, \*Language

Development, Language Patterns, Language Skills, \*Listening Skills, Literacy, Phonemes, Phonics, Reading Improvement, Second Language Learning, Speech Clinics

Identifiers—ADD Programs, \*Auditory Discrimination in Depth, Phoneme Grapheme Correspondence

The Auditory Discrimination in Depth (A.D.D.) Program suggests that there is a direct relationship between auditory discrimination or auditory perceptual ability and the development of competency in language and literacy skills. (Auditory perceptual ability is defined as the ability to discriminate individual phonemes and to track their changing temporal relationships as oral patterns vary.) Individuals with sub-standard language and literacy skills can often discriminate test pairs correctly as to sameness and difference, but cannot indicate how or where the patterns are different. The A.D.D. Program has proved "effective in developing the ability to conceptualize auditory patterns in detail." This program, developed in remediation of language and/or literacy problems for both children and adults, provides for a grasp of the interrelationships between speech, writing, and reading, and establishes a circular auditory-visual-vocal check system which allows each skill to support and reinforce the others. One feature of the program is the use of labeling and syntactical mediation to establish awareness of auditory, visual, and kinesthetic relationships among the phonemes of English. (The author's detailed description of this program, "The A.D.D. Program, Auditory Discrimination in Depth," May 1969, is published by Teaching Resources, 100 Boylston Street, Boston, Mass. 02167.) (AMM)

ED 028 431

AL 001 832

Wolfram, Walter A.

A Sociolinguistic Description of Detroit Negro Speech. Urban Language Series, No. 5.

Pub Date 69

Note—237p.

Available from—Publications Section, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$4.00).

Document Not Available from EDRS.

Descriptors—Age Differences, Grammar, Language Research, Language Styles, Negro Attitudes, \*Negro Culture, \*Negro Dialects, Phonology, Racial Distribution, Sex Differences, Social Class, Social Dialects, Social Status, \*Social Structure, \*Sociolinguistics, \*Urban Language

Identifiers—Detroit, \*Detroit Dialect Study, Stratificational Grammar

This book is the fifth in a series of publications concerning the position and role of language in a large metropolitan area. In this sociolinguistic description Detroit is chosen as a case study of a large Northern urban area which has shown a dramatic increase in its Negro population within the last half century. The primary goal of the study was to describe the correlation of phonological and grammatical variables with the social variables of status, sex, age, racial isolation, and style in the speech of Detroit Negroes. Of these, social status is shown to be the single most important variable correlating with linguistic differences. In addition to the correlation of linguistic with social variables, several aspects of the nature of the linguistic variables are considered, including the extent to which the social differentiation of linguistic variables is quantitative or qualitative; the relation between socially diagnostic phonological and grammatical variables; and the effect of independent linguistic constraints on variability. Although technical terms are kept to a minimum, the study is clearly intended for the reader who is acquainted with the theory and methods of modern linguistic analysis. (JD)

ED 028 432 48 AL 001 834

Vanderslice, Ralph

Synthetic Intonation.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1784

Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—22p.; Report included in Studies in Language and Language Behavior, Progress Report No. VIII.

**EDRS Price MF-\$0.25 HC-\$1.20**

Descriptors—Algorithms, \*Artificial Speech, \*Computational Linguistics, Input Output, \*Intonation  
Identifiers—Discourse Synthesis, \*Synthetic Intonation

Pitch-synchronous, time-domain operation on digitized waveforms of human speech produces artificial changes in prosodic parameters, especially fundamental frequency and rhythm. Pitch of voiced segments is raised or lowered by an algorithm which truncates or "pads," respectively, each pitch period in the stored vector by an appropriate amount. Durations are altered by reduplicating or deleting pitch periods as necessary. Speech output, though of telephone quality, is more natural and intelligible than most fully synthetic speech. Potential applications are varied and far-reaching. (Author/DO)

**ED 028 433** 48 AL 001 835

Van Every, Carolyn Rosenberg, Sheldon  
Semantics, Phrase Structure and Age as Variables in Sentence Recall.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No—BR-6-1784  
Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—12p.; Report included in Studies in Language and Language Behavior, Progress Report No. VIII.

**EDRS Price MF-\$0.25 HC-\$0.70**

Descriptors—\*Association (Psychological), \*Language Development, \*Phrase Structure, \*Psycholinguistics, \*Recall (Psychological), \*Semantics, Sentences

Identifiers—Phrase Chunking

Forty first-grade and 40 seventh-grade children were assigned at random to four groups of 20 each (two at each age level) and were administered four study-test trials involving oral presentation and oral recall of a list of four sentences of the form article-adjective-noun-verb-adverb. Half of the subjects at each level of age were given semantically well integrated (SWI) sentences to learn, while the other half were given semantically poorly integrated (SPI) sentences to learn. The sentences were constructed with the assistance of college associative sentence norms, on the assumption that such norms are a reflection of mature semantic competence. For all measures of recall, the SWI sentences were recalled better than the SPI sentences regardless of age of the subjects. In addition, there was evidence that the words in SWI sentences were recoded into larger chunks for storage than the words in SPI sentences and that age tended to increase chunking for both SWI and SPI sentences. As anticipated, the only evidence for phrase-chunking was found in the group of seventh graders that was exposed to SPI sentences. (Author/DO)

**ED 028 434** 48 AL 001 836

Tarte, Robert D. Barritt, Loren S.

Phonetic Symbolism in Adult Native Speakers of English: Three Studies.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No—BR-6-1784  
Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—15p.; Report included in Studies in Language and Language Behavior, Progress Report No. VIII.

**EDRS Price MF-\$0.25 HC-\$0.85**

Descriptors—English, \*Perception Tests, Phonology, \*Psycholinguistics, Stimulus Generalization, \*Visual Perception, \*Vowels

Identifiers—\*Phonetic Symbolism

In the three studies reported here, an attempt was made to determine whether adult native speakers of English can agree on the choice of phonetic labels for visually presented geometric figures. It was the purpose of these studies to obtain evidence in support of the "phonetic symbolism" hypothesis. An initial study and two replications were performed with eight adults who spoke only English serving as subjects in each experiment. The subjects agreed about the relationship between vowel sounds and the size of figure regardless of shape. The sound [a] (as in "father") was more often chosen for large figures while [i]

(as in "beat") was more often chosen for small. A less striking but discernible trend was observed for the labelling of figures with vowel sounds. It was tentatively concluded that, for English speakers, there does exist unrecognized yet consistent bases for relating sounds and visual stimuli. (Authors/JD)

**ED 028 435** 48 AL 001 837

Rosenberg, Sheldon

The Recall of Verbal Material Accompanying Semantically Well-Integrated and Semantically Poorly-Integrated Sentences.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No—BR-6-1784  
Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—9p.; Report included in Studies in Language and Language Behavior, Progress Report No. VIII.

**EDRS Price MF-\$0.25 HC-\$0.55**

Descriptors—\*Association (Psychological), Cognitive Processes, Information Storage, Psycholinguistics, \*Recall (Psychological), \*Semantics

This study was designed to test the hypothesis that the recall of verbal material (critical material) accompanying semantically well integrated (SWI) sentences will be superior to the recall of verbal material accompanying semantically poorly integrated (SPI) sentences. This hypothesis was based upon the conclusion derived from previous research that SWI sentences were stored more efficiently than SPI sentences. With the assistance of norms of sequential associative dependencies in active declarative sentences, complex sentences were constructed which contained two underlying sentences: a matrix sentence and an embedded sentence. Under the SWI condition, one of the underlying sentences was an SWI string, while under the SPI condition one was an SPI string. The critical material (identical for both levels of semantic integration) was contained in the second underlying sentence. The location of the critical material (the matrix or the underlying sentence) was varied. A standard study-test (written recall) procedure was used in a 2 x 2 factorial design with five trials and lists consisting of ten sentences each. The results indicated superior recall for both the SWI and the critical material, and were interpreted in terms of a storage hypothesis. (Author/DO)

**ED 028 436** 48 AL 001 838

Bouchard, Ellen L.

Psycholinguistic Attitude Study.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No—BR-6-1784  
Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—14p.; Report included in Studies in Language and Language Behavior, Progress Report No. VIII.

**EDRS Price MF-\$0.25 HC-\$0.80**

Descriptors—Age Differences, Grade 5, Grade 6, Language Styles, Lower Class, Middle Class Values, \*Negro Dialects, \*Nonstandard Dialects, \*Psycholinguistics, Racial Characteristics, \*Social Attitudes, \*Social Class, Social Dialects, Social Differences, Standards, Stereotypes

Identifiers—Detroit Dialect Study

The subjects in this study, 18 fifth- and sixth-grade students from a middle-class area, were asked to listen to a tape recording with excerpts of conversations by speakers of three dialects: middle-class white, lower-class white, and lower-class Negro. Subjects were asked to rate the personality of each speaker by voice cues alone. In addition, the children listened to the tape again in order to determine race and probable occupation. It was predicted and confirmed that this technique would elicit stereotypes based on the dialects. The middle-class white speakers were judged significantly higher than the lower-class white speakers, who in turn were rated significantly higher than the lower-class Negro speakers. Thus, it was found that children of 10 and 11 years of age are indeed aware of the social significance of language differences. (Author/JD)

**ED 028 437** 48 AL 001 839

Pisoni, David B.

Communicability of Verbal Behavior in Schizophrenic Patients and Its Relationship to Current Psycholinguistic Theory.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No—BR-6-1784

Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—15p.; Report included in Studies in Language and Language Behavior, Progress Report No. VIII.

**EDRS Price MF-\$0.25 HC-\$0.85**

Descriptors—Clinical Diagnosis, Cloze Procedure, \*Communication (Thought Transfer), Deep Structure, Linguistic Theory, \*Psycholinguistics, \*Schizophrenia, Semantics, Speech Handicapped, \*Speech Pathology, Surface Structure, Syntax, Taxonomy, Thought Processes, Transformation Theory (Language), \*Verbal Communication

The purpose of this paper is to relate past research on communicability of verbal behavior in schizophrenics to current psycholinguistic theory. The paper reviews the taxonomic methods (segmentation and classification) which have characterized past research on schizophrenic verbal behavior. It is concluded that although interesting results have been reported, specification of that aspect of schizophrenic language behavior which causes it to be labeled "aberrant" or "pathological" is still lacking. A more generalizable alternative than those previously suggested in the literature is proposed as the basis for interpreting schizophrenic speech. It is assumed that new developments in psycholinguistic theory will provide needed insights into the nature of the schizophrenic language disorder. (Author/DO)

**ED 028 438** 48 AL 001 840

Carford, J.C.

Learning a Language in the Field: Problems of Linguistic Relativity.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No—BR-6-1784

Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—15p.; Report included in Studies in Language and Language Behavior, Progress Report No. VIII.

**EDRS Price MF-\$0.25 HC-\$0.85**

Descriptors—\*Adult Learning, Adult Students, Behavior Patterns, Cultural Awareness, Cultural Differences, Deep Structure, Discovery Learning, Empathy, \*Field Instruction, Foreign Culture, Language Patterns, \*Language Universals, \*Motivation, \*Second Language Learning, Surface Structure

Identifiers—\*Linguistic Relativity, Whorfian Hypothesis

The author feels that there is no reason to suppose that adults are less capable than children in learning a second language, given adequate opportunity and motivation. In terms of amount learned in comparable time, the adult is about five times as efficient as the child. This is what would be expected of any other kind of intellectual or rational activity, and that is what second language learning ought to be—an intellectually interesting process. Two types of differences between languages are discussed here—differences in the surface representation of quasi-universal "deep" features, and differences in the "deep" conceptualizations of general human experience (the latter constituting "linguistic relativity"). Linguistic relativity, while a problem for the adult learner, is also a source of interest, and interest in language itself is one source of motivation for the mature student. The student learning a language in the field must be encouraged to develop initiative, curiosity, empathy, and an awareness of what to look for in the new language. This paper will be published in "The Modern Language Journal," v53, n5, 1969. It was also presented at the 1968 Annual Membership Conference of the Council on International Educational Exchange, New York, November 14-15, 1968. (Author/JD)



ED 028 439 48 AL 001 841

Taylor, Linda L. And Others

**Psychological Variables and Ability to Pronounce a Second Language.**

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1784

Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—17p; Report included in *Studies in Language and Language Behavior*, Progress Report VIII.**EDRS Price MF-\$0.25 HC-\$0.95**

Descriptors—\*Aptitude, Cultural Awareness, \*Empathy, Imitation, Language Skills, \*Pronunciation, \*Psycholinguistics, \*Second Language Learning, Test Construction

The present study tested the hypothesis that the ability to speak a second language authentically or like a native speaker was related to an individual's sensitivity to cues in interpersonal situations—his empathic capacity. A test of empathy consisting of silent film clips shown at various speeds was shown to subjects who were asked to indicate each observed change in facial expression. A group of 28 subjects took this and additional control tests. Following these tests the subjects learned basic conversations in Japanese in four one-hour sessions. Their pronunciation was then rated by native Japanese speakers on general authenticity and on specific phonetic details for five spontaneous sentences and five sentences repeated after the instructor. The results indicated differences in speaking skills which were related to two clusters of variables representing independent personality characteristics. An empathy dimension was defined by four variables (tolerance to anxiety, intelligence, involvement in emotional experiences, and perception of emotional expression) and was related to correct pronunciation of specific details in spontaneous sentences ( $r=+.72$ ). An intuition dimension consisting of three variables was significantly related to general authenticity of pronunciation of repeated sentences ( $r=+.72$ ). Each cluster was shown to be a significant predictor of skill in second language pronunciation. (Authors/JD)

ED 028 440 48 AL 001 842

Vanderslice, Ralph

**Intonation, Scientism, and "Archetypality".**

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1784

Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—8p; Report included in *Studies in Language and Language Behavior*, Progress Report No. VIII.**EDRS Price MF-\$0.25 HC-\$0.50**

Descriptors—Acoustic Phonetics, \*Book Reviews, Child Language, \*Intonation, Language Research, \*Suprasegmentals

Identifiers—Philip Lieberman

This paper reviews Philip Lieberman's "Intonation, Perception, and Language." (Research Monograph No. 38) Cambridge, Massachusetts, M.I.T. Press, 1967. The review is also scheduled to appear in the "Journal of Linguistics." (JD)

ED 028 441 48 AL 001 843

Rosenberg, Sheldon

**Semantic Influences on Sentence Production: The Use of Adjectives.**

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1784

Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—6p; Report included in *Studies in Language and Language Behavior*, Progress Report No. VIII.**EDRS Price MF-\$0.25 HC-\$0.40**

Descriptors—\*Adjectives, \*Association (Psychological), \*Semantics, Syntax

Forty-four undergraduates were assigned to two groups of 22 subjects each. The high association (HA) group was given booklets that contained a series of associatively related (free association norms) contrastive adjectives, one pair to a page,

while the low association (LA) group was given booklets containing pairs of associatively unrelated adjectives. The task was to use each of the adjective pairs in a sentence with no restrictions placed on the content or syntactic structure of the sentences produced. It was anticipated that the semantic structure of the HA adjectives would lead subjects to use them to modify the same noun less often than LA adjectives, but to use them to modify the same noun in multiple occurrences of the noun (with contrasting referents) more frequently than LA adjectives. The data were analyzed for these measures and for one other, the tendency to use the adjectives to modify completely different nouns. The results tended to support the hypotheses. (Author/DO)

ED 028 442 48 AL 001 844

Vanderslice, Ralph

**The "Voiceprint" Myth.**

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1784

Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—21p; Report included in *Studies in Language and Language Behavior*, Progress Report No. VIII.**EDRS Price MF-\$0.25 HC-\$1.15**

Descriptors—\*Acoustic Phonetics, \*Articulation (Speech), Auditory Discrimination, Auditory Perception, \*Phonetic Analysis, \*Spectrograms

Identifiers—\*Voiceprint Identification

The technique of "voiceprint identification" has been invested with a myth of infallibility, largely by means of a specious analogy with fingerprints. The refusal of its chief proponent to submit to a properly controlled test of his ability, coupled with the inability of observers in independent studies to get comparably low error rates, is sufficient basis for skepticism. There is reason furthermore to doubt whether spectrograms could ever form a valid basis for absolute identification. The present study replicated "The 'Voiceprint' Game" with even more stringent constraints on selection and arrangement of spectrograms representing three undisguised tokens of the same word or phrase by each of three adult male native speakers of North Midland American English. The results show that (1) most of the similarity between any two spectrograms of the same word is "linguistic," arising from that particular word's being spoken in the same or similar dialect and context; and (2) differences between the spectrograms of the same word spoken by two different speakers of similar dialects are "small" in comparison to within-speaker variations for that word. The "Voiceprinter" is more properly likened to the "lie detector" in that stable guidelines for interpreting its graphic records appear permanently beyond reach. (Author/AMM)

ED 028 443 48 AL 001 845

McCarus, Ernest Rammuny, Raji

**A Programmed Course in Modern Literary Arabic Phonology and Script.**

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1784

Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—202p; Text included in *Studies in Language and Language Behavior*, Progress Report VIII.**EDRS Price MF-\$1.00 HC-\$10.20**

Descriptors—\*Arabic, Contrastive Linguistics, Graphemes, Handwriting Instruction, Handwriting Skills, \*Language Instruction, Pattern Drills (Language), \*Phonology, \*Programed Materials, Programed Texts, Pronunciation, Supplementary Textbooks, \*Writing, Writing Skills

Identifiers—\*Modern Literary Arabic

This course is designed to teach the non-Arabic speaker to read printed Arabic, to write Arabic with "a pleasing hand," to distinguish accurately the phonological contrasts of modern literary Arabic, and to pronounce it in a manner easily comprehensible to Arabs. Dialogs and proverbs are included for reading practice; grammatical structures are not dealt with. The course may serve as an introduction to, or be used concurrently with, a basic course. Typical lessons

present a set of letters related in form, plus certain auxiliary signs. For each letter or sign there are three sections: (1) its pronunciation value, with explanations and drills if it differs from or is lacking in English; (2) the various shapes of this letter in its printed form and drills in reading it; and (3) the written forms of the letter, also with practice drills. At the end of each unit there are review drills for the unit as a whole. The material is presented usually one small feature at a time, and the student proceeds at his own rate. Pronunciation features are recorded on tape as well as described phonetically. Answers to oral drills are on tape; written answers are given in the left margin of the following page. For information on the tapes, write to the authors at the Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor, Mich. 48108. (AMM)

ED 028 444 48 AL 001 846

Warburton, Irene And Others

**Ewe Basic Course. Revised Version.**

Indiana Univ., Bloomington. African Studies Program; Peace Corps (Dept. of State), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—NDEA-6-602

Bureau No.—BR-7-0097

Pub Date 68

Contract—OEC-3-7-070097-2201

Note—304p.

**EDRS Price MF-\$1.25 HC-\$15.30**

Descriptors—Audiolingual Methods, Cultural Context, \*Ewe, Grammar, \*Instructional Materials, \*Language Instruction, Pattern Drills (Language), Phonology, Tone Languages

The purpose of this beginning text in Ewe is to provide the student with an introduction to the structure of the Ewe language and "reasonable practice" in speaking. It is intended to be taught with the assistance of a native speaker of Ewe. Linguistic terminology is minimal. Suggested teaching time ranges from two semesters of class meetings of three hours each week to approximately 250 hours in an intensive course. The first section of the volume presents a brief description of the language background and some general linguistic features, followed by "pre-speech" phonology drills. The section on grammar presents the basic structures in dialogs glossed in English and accompanied by explanatory notes on the grammar and culture, paragraphs for comprehension practice, and comprehension and discussion questions. The final section comprises a glossary of vocabulary used in the text. (AMM)

ED 028 445 24 AL 001 847

Davis, A.L. And Others

**Language Resource Information for Teachers of the Culturally Disadvantaged. Final Report.**

Illinois Inst. of Technology, Chicago. Center for American English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1340

Pub Date Apr 69

Contract—OEC-3-7-061340

Note—269p.

**EDRS Price MF-\$1.25 HC-\$13.55**

Descriptors—Annotated Bibliographies, Contrastive Linguistics, \*Cultural Disadvantage, Descriptive Linguistics, \*English (Second Language), Grammar, Haptic Perception, Lower Class Students, Morphology (Languages), Negro Dialects, \*Nonstandard Dialects, Paralinguistics, Phonemics, Phonetics, Phonetic Transcription, Phonology, Pronunciation, Social Dialects, Spanish Speaking, Suprasegmentals, \*Teacher Education, \*Tent

This document attempts to make necessary information on linguistics available to teachers of disadvantaged children. Its first section discusses the three dimensions of language differences—historical, regional, and social—that account for usages frequently condemned without being understood. The second aims at providing a deeper understanding of the nature of the social classes. Sections on phonetics, phonemics, and suprasegmentals progress from the most simple phonetic data to organization of more complex data into a phonological system. A study of the most troublesome areas of grammar precedes a list of phonologic and morphologic features found to be nearly universally associated with lower-class or non-standard English. Non-verbal aspects of com-

munication are described and a notational system for haptics given. A detailed analysis and comparison is made of the phonology of Spanish and English, but grammatical systems are not treated in such detail. In the section on language learning and teaching, methods proven by three decades of use in TESOL programs are described, including a sample lesson. Transcriptions of the speech of children from three disadvantaged groups illustrate the pronunciation and some grammatical features of these speakers. A book-list bibliography is followed by a selected bibliography with lengthy annotations. (DO)

ED 028 446

AL 001 859

Seward, Jack  
**Japanese in Action; An Unorthodox Approach to the Spoken Language and the People Who Speak It.**

Pub Date 69

Note—213p.

Available from—Walker and Company, 720 Fifth Avenue, New York, N.Y. 10019 (\$5.75).

Document Not Available from EDRS.

Descriptors—Cultural Background, Cultural Context, \*Culture, \*Culture Conflict, \*Instructional Materials, \*Japanese, \*Language Instruction, Paralinguistics, Pronunciation, Standard Spoken Usage, Supplementary Textbooks  
Identifiers—Kanj

This text is designed to be used as supplementary material by the more advanced student of conversational Japanese. (The Japanese appears in Hepburn romanization and an occasional kanji.) While the author has made an attempt to grade the material in increasing stages of difficulty, he suggests that even the advanced students begin with the first section, which deals with such subjects as language frustration, reactions to studying Japanese, pronunciation guides, how long and how to study Japanese, sign language, civilities, titles, and making mistakes. The intermediate section deals with introductions and names, numbers, borrowed words, male and female speech forms, polite and nonpolite speech, and anatomical terms. The advanced section includes discussion of proverbs, dialects, and aspects of Japanese culture which are of great interest but often unavailable to students of the language and culture. The author's humorous comments and serious insights are drawn from long experience in Japan and his study of the language. (AMM)

ED 028 447

AL 001 875

Pfeiffer, Anita

**The Role of TESOL in Bilingual Education for the Navajo Child.**

Pub Date 8 Mar 69

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—\*American Indian Culture, \*Biculturalism, \*Bilingual Education, \*Bilingualism, Cultural Background, Culture Conflict, \*English (Second Language), Navaho, Parent School Relationship, Teacher Education  
Identifiers—Arizona Bilingual Council, \*Rough Rock Demonstration School

In American-Indian and Spanish-American populations, many schools ignore the first language and culture of their students and teach English as a second language in a "hit and miss" manner. Bringing some order out of this chaos has been one of TESOL's most significant contributions. The author feels, however, that there is no substance to teaching English to speakers of other languages in and of itself; it has value only as a means of helping the child communicate in a different medium. In 1967, a case study was made which focused on a Kwakiutl Indian considered particularly well-adapted and bicultural. The summary of the study showed that an individual could make one of five choices in dealing with another culture. He could (1) completely reject the new culture; (2) completely reject his own culture; (3) reject both cultures and start a new one—e.g., the Peyote religious sect; (4) remain suspended between the two cultural systems, escaping through excessive drinking, with a high degree of anxiety; or (5) participate in two or more cultural systems, moving back and forth between them. The author describes herself as a person having made the fifth choice. She discusses the bilingual, bicultural program for Navajo children at Rough Rock Demonstration School in Chinle, Arizona. (AMM)

ED 028 448

CG 003 385

Shapiro, Jeffrey G.

**Selection, Training, and Manpower Recruitment in Rehabilitation.**

American Psychological Association, Washington, D.C.

Pub Date 2 Sep 68

Note—14p.; Paper presented at the American Psychological Association Convention, San Francisco, California, August 30 through September 3, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Counselor Evaluation, \*Counselor Performance, \*Counselor Qualifications, Counselor Training, Manpower Needs, \*Manpower Utilization, Personal Relationship, \*Personnel Selection, Recruitment, Rehabilitation Counseling

The critical shortage of trained personnel for rehabilitation work can be alleviated by careful selection of non-professionals to fill the existing positions. Research suggests that certain personal characteristics of counselors contribute substantially to the effectiveness of changing the behavior of clients. Traits of genuineness, empathy and warmth are characteristic of effective counselors and academic training is less important, as shown by a study involving trained and untrained personnel. Trainers of counselors must also be individuals who have shown competence in counseling, rather than in verbal skills or research techniques. A new source of rehabilitation personnel may be found by establishing voluntary service organizations, similar to Vista or the Peace Corps, which young Americans may prefer instead of the draft. Besides alleviating the shortage of rehabilitation counselors, the organizations could serve the young by helping them to develop self-images and find their bearings. Voluntary service could also lead to further, professional training. (JS)

ED 028 449

CG 003 398

**Special Education and Pupil Services in RESA X.**

1968.

Interprofessional Research Commission on Pupil Personnel Services, Inc., Washington, D.C.; Joint County System of Cedar Johnson, Linn and Washington Counties, Cedar Rapids, Iowa. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—Exceptional (Atypical), \*Exceptional Child Education, \*Handicapped Students, Organization, Research Projects, \*Special Education, Special Programs, \*Special Services, \*State School District Relationship, Student Personnel Services

Supported by Title VI funds, this study focuses on the kind and extent of help recommended for handicapped children, specifically in one Regional Educational Service Agency (RESA X) in Iowa. Three major considerations were: (1) How should RESA X relate to local school districts in developing programs for exceptional children; (2) What aid can RESA X provide local school districts to improve their special education offerings?; and (3) How should RESA X organize to carry out its special education role? The report concludes that RESA should strengthen local school districts and enhance their self-sufficiency. Three kinds of help are needed: (1) help in dealing with managerial problems, (2) help to establish and operate programs for exceptional children, and (3) help in providing pupil services. Finally, it was recommended that RESA should establish a Division of Special Education and Pupil Services. It should appoint a Director for that Division, and also set up a Child Study Center with the Director. (Author/KP)

ED 028 450

CG 003 575

Leshner, Saul S. Snyderman, George S.

**Educational and Vocational Rehabilitation of Disadvantaged Handicapped Youth.**

Jewish Employment and Vocational Service, Philadelphia, Pa.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Nov 68

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—\*Adjustment Problems, \*Disadvantaged Youth, Employment Opportunities,

Employment Services, \*Handicapped, Low Achievers, Occupational Therapy, \*Potential Dropouts, Vocational Adjustment, \*Vocational Counseling, Youth Employment

Some 276 handicapped and socially disadvantaged youth aged 16 to 18, who were likely to drop out of high school, received rehabilitation services from the Philadelphia Jewish Employment and Vocational Service (JEVS) and the Board of Education. The services included intense vocational and personal evaluation, work adjustment training, individual and group counseling, remediation, social services, job placement, follow-up, and special instructions in academic subjects. In addition to the services rendered by JEVS, an effort was made to identify the intellectual, personality, and cultural factors inhibiting adjustment to on-going school instructional programs, so that emphasis might be placed on helping the disadvantaged handicapped youth successfully accommodate to, and succeed in, school or job. Some 122 (69.1%) of the 276 youth were rehabilitated and helped to make a better adjustment in school, or get and hold jobs in the competitive labor market. (BP)

ED 028 451

CG 003 695

Herzog, Elizabeth Richards, Catharine

**The Nation's Youth.**

Childrens Bureau (DHEW), Washington, D.C.; Population Reference Bureau, Inc., Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 68

Note—110p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Census Figures, Childhood, \*Children, Early Experience, \*Environmental Influences, \*Socioeconomic Influences, \*Statistical Data, Tables (Data), \*Youth, Youth Opportunities

This chart book presents basic data on the youth of the United States, the conditions under which they grow up, and selected facets of that process. The first section of charts indicates the relative size of the population of children and youth, and its urban-rural distribution. The charts following describe aspects of the environments that nurture or fail to nurture children and youth. Family size, composition, and income levels are shown in relation to color; income level appears as the significant variable in a number of differences. A section describes youth as they attain adult status, and educational employment trends as related to socioeconomic variables. The last section is concerned with some of the serious physical and mental health conditions that continue to handicap children and youth. (BP)

ED 028 452

CG 003 699

Greene, Kenneth L. And Others

**Functions and Preparation of the Elementary School Counselor.**

Ohio Univ., Athens. Coll. of Education.

Pub Date 68

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Counselor Characteristics, Counselor Functions, Counselor Role, Counselor Training, \*Elementary School Counseling, \*Elementary School Guidance, Guidance Functions

Over the past several years, the field of elementary school guidance has grown in scope and importance. This monograph, from the Department of Guidance, Counseling, and Student Personnel at Ohio University, represents a recent, comprehensive picture of the status of the field. These five major sections comprise the monograph: (1) a statement of the need for elementary school guidance and the place of the guidance workers, (2) a summary of available programs of graduate study in elementary school guidance, (3) a discussion of the definition, roles, and characteristics of the American elementary school counselor, (4) a section describing in detail, many functions of full-time elementary school counselors, and (4) implications for the further development of the field. References are given, and appendices include a list of institutions offering degrees. (BP)



ED 028 453

CG 003 700

Osterheld, Douglas C.  
Food Service and the College Union. College  
Unions at Work.  
Association of College Unions-International,  
Ithaca, N.Y.  
Pub Date 67  
Note—42p.

Available from—Association of College Unions-  
International, Willard Straight Hall, Cornell  
University, Ithaca, New York 14850 (\$1.50).

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—College Administration, \*College  
Programs, \*Food Service, Food Service Indus-  
try, Food Service Workers, Food Standards,  
School Services, Student Organizations, \*Stu-  
dent Unions

This publication, one in a series of monographs  
on college unions, explores the importance, role,  
and function of food services in the college  
union. Major topics discussed include: (1) food  
service and the college union, (2) union food ser-  
vice and the campus, (3) union food service and  
the community, (4) organization of union food  
services, (5) cost controls, (6) pricing union  
food, (7) food service facilities, and (8) union  
food service—an industry in transition. Appen-  
dices focus on wage cost analysis and trends in  
key food operation percentages. A bibliography is  
included with references for general union  
management as well as food service management.  
(BP)

ED 028 454

CG 003 702

Niskanen, Erkki A.  
School Achievement and Personality. Description  
of School Achievement in Terms of Ability,  
Trait, Situational and Background Variables. I:  
Design and Hypotheses; IV: Results and Discus-  
sion.

University of Helsinki (Finland). Inst. of Educa-  
tion.

Pub Date Oct 68

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—\*Academic Achievement, Attitudes,  
\*Individual Characteristics, Intelligence, Inter-  
personal Relationship, \*Personality, Psychomo-  
tor Skills, Siblings, Social Status, \*Student  
Characteristics

Identifiers—Helsinki, Finland

This monograph, done in Helsinki, Finland,  
contains the first and fourth sections dealing with  
design, hypotheses, results, and discussion,  
describing school achievement in terms of ability,  
trait, situational, and background variables. The  
report (1) investigates the structure of school  
achievement, (2) describes school achievement in  
terms of selected personality variables, and (3)  
applies multidimensional statistical operations in  
situations where it is desirable to reduce the  
number of dimensions and to describe a set of  
dependent variables in terms of a set of indepen-  
dent variables in a single operation. Subjects were  
school pupils, years seven and eight (184 girls  
and 150 boys). Sex and performance constancy  
differences were found relating intelligence to  
achievement. Several significant correlations were  
found between dexterity and achievement vari-  
ables, and again with sex differences. No  
hypotheses were advanced relating persuasibility  
to achievement, although small interrelations  
were demonstrated. Results on teacher ratings  
were mixed and equivocal. Attitudes were shown  
to be related to achievement variables, as were  
several sociometric variables. Relationships  
between variables of social status and achieve-  
ment, and between sibling number and achieve-  
ment were mixed, and differed between sexes.  
(BP)

ED 028 455

CG 003 703

Niskanen, Erkki A.  
School Achievement and Personality. Description  
of School Achievement in Terms of Ability,  
Trait, Situational and Background Variables.  
III: Operations at the Factor Level.

University of Helsinki (Finland). Inst. of Educa-  
tion.

Pub Date Oct 68

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—\*Academic Achievement, Correla-  
tion, \*Factor Analysis, \*Factor Structure,  
Hypothesis Testing, Individual Characteristics,  
Personality, \*Statistical Analysis, Statistical  
Data, \*Student Characteristics

Identifiers—Helsinki, Finland

This monograph contains the third section,  
operations at the factor level, of a report of stu-  
dies done in Helsinki, Finland, describing school  
achievement in terms of ability, trait, situational,  
and background variables. The report (1) in-  
vestigates the structure of school achievement,  
(2) describes school achievement in terms of  
selected personality variables, and (3) applies  
multidimensional statistical operations in situa-  
tions where it is considered desirable to reduce  
the number of dimensions and to describe a set  
of dependent variables in terms of a set of indepen-  
dent variables in a single operation. Part III  
presents the mathematical and statistical opera-  
tions transforming groups of variables into fac-  
tors, and describes the analysis models employed.  
To bring the description to a more general level,  
to simplify the research design, and to make  
possible a more concise interpretation of the  
results, the dependent or school achievement  
variables and the independent or personality vari-  
ables are transformed into factor level variables  
by means of factor scores. Information provided  
by correlation coefficients, factor analyses, con-  
gruence coefficients, and canonical analyses are  
employed to describe school achievement in  
terms of the personality variables of the study.  
(BP)

ED 028 456

CG 003 704

Peterson, Richard E.  
The Scope of Organized Student Protest in 1967-  
1968.

Educational Testing Service, Princeton, N.J.

Pub Date 68

Note—65p.

Available from—Institutional Research Program  
for Higher Education, Educational Testing Ser-  
vice, Princeton, New Jersey 08540 (\$1.50).

Document Not Available from EDRS.

Descriptors—\*College Students, \*Social Change,  
Student Alienation, Student Behavior, Student  
College Relationship, Student Opinion, \*Stu-  
dent Participation, \*Student Role

This study reports the views of deans of stu-  
dents with regard to organized student protest in  
1967-68, considering (1) specific issues, (2)  
number of institutions involved, and (3) propor-  
tion of students involved. Questionnaires were  
returned by 86% of the 1,000 accredited four-  
year colleges contacted. The single issue (of the  
27 issues in the questionnaire) most frequently  
generating protest was the Vietnam war, followed  
closely by living-group regulations, civil rights,  
student policy-making participation, the draft,  
military recruiters, and recruiters from other or-  
ganizations. The profile of protested issues varied  
considerably among different types of institutions.  
The proportion of students involved in protests  
varied with the issues, but were seen to be quite  
small, between four and nine percent. Student  
Left groups are reported to comprise approxi-  
mately 2% of the student population but however  
small the percentage, student activists are re-  
ported to be having a significant impact on col-  
lege policy. (BP)

ED 028 457

CG 003 706

Niskanen, Erkki A.  
School Achievement and Personality. Description  
of School Achievement in Terms of Ability,  
Trait, Situational and Background Variables. II:  
Operations at the Variable Level.

University of Helsinki (Finland). Inst. of Educa-  
tion.

Pub Date Oct 68

Note—128p.

EDRS Price MF-\$0.75 HC-\$6.50

Descriptors—\*Academic Achievement, \*Analysis  
of Variance, \*Correlation, Hypothesis Testing,  
Individual Characteristics, Personality, \*Statistical  
Analysis, Statistical Data, \*Student Charac-  
teristics

Identifiers—Helsinki, Finland

This monograph contains the second section,  
operations at the variable level, of a report of stu-  
dies done in Helsinki, Finland, describing school  
achievement in terms of ability, trait, situational,  
and background variables. The report (1) in-  
vestigates the structure of school achievement,  
(2) describes school achievement in terms of  
selected personality variables, and (3) applies  
multidimensional statistical operations in situa-  
tions where it is considered desirable to reduce  
the number of dimensions and describe a set of  
dependent variables in terms of a set of indepen-  
dent variables in a single operation. Part II gives  
an account of the construction and psychometric

properties of the variables. Information provided  
by correlation coefficients, factor analyses, con-  
gruence coefficients, and canonical analyses are  
employed to describe school achievement in  
terms of the personality variables of the study. In-  
variance of empirical dimensions is studied  
through transformation analysis and the con-  
gruence coefficients of factors. Results suggest  
separate statistical treatment of boys and girls.  
Canonical analysis shows that new solutions  
concerning the bases of this type of operations  
should be sought. (BP)

ED 028 458

CG 003 708

Bates, Marilyn Johnson, C. D.  
The Existentialist Counselor at Work.

Pub Date 68

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—\*Counseling, \*Counseling Theories,  
Counselor Acceptance, \*Counselor Attitudes,  
\*Counselor Performance, Counselor Role,  
\*Philosophy, Therapeutic Environment

This paper presents the author's experience of  
Existentialism and its relationship to the counsel-  
ing process. The basic concepts of the philosophy  
are presented, described in terms of personal ex-  
perience, then translated into operational  
behavior, with the focus on the development of  
the Existentialist oriented public-school counsel-  
ing center. These concepts are used to delineate  
the scope of Existentialism in counseling: (1) Ex-  
istence Precedes Essence, the need for a personal  
experience of definition and creation of one's  
self, (2) Man is Condemned to Freedom, the  
necessity of personal responsibility for one's self  
and choices, (3) When Man Chooses, He  
Chooses for All Men, that personal choices  
define the ideal man and affirm the values of  
what is chosen, and (4) Man Defines Himself  
Through His Actions and Only Through His Ac-  
tions, that what a person does reflects his es-  
sence, not what he intends or wishes. (BP)

ED 028 459

CG 003 710

Atkins, James A.  
Human Relations in Colorado. A Historical  
Record.

Colorado State Dept. of Education, Denver.

Pub Date Oct 68

Note—282p.

Available from—Byran W. Hansford, Commis-  
sioner of Education, Colorado Department of  
Education, Denver, Colorado (\$2.00).

Document Not Available from EDRS.

Descriptors—Education, Group Relations, Hous-  
ing, \*Human Relations, \*Human Relations Or-  
ganizations, \*Intergroup Relations, \*Minority  
Groups, \*Race Relations, Social Relations, So-  
cial Status

This historical account of Colorado's progress  
in human relations addresses itself to two  
questions: (1) What was the general attitude  
toward human relations problems on the part of  
those who settled and developed Colorado? (2)  
What changes have been brought about over a  
century? The first of five parts defines the con-  
cept of human relations and its meaning to  
Coloradoans. The second is concerned with the  
struggles of principal minorities. The third traces  
progress through formal programs—the Anti-Defa-  
mation League, Denver Urban League, and other  
groups. The fourth records conflicts over housing,  
education, and status of Hispanics and Afro-  
Americans. The fifth part summarizes and eval-  
uates the entire presentation, which is intended as  
a resource and orientation work for those in-  
volved in intergroup activities, students, and the  
interested public. (BP)

ED 028 460

CG 003 713

Meyer, James B.  
Behavioral-Reinforcement Counseling with Rural  
High School Youth.

Oklahoma Univ., Norman.

Pub Date 68

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Behavioral Counseling, Behavioral  
Objectives, Behavior Development, Guidance  
Functions, Guidance Objectives, High School  
Students, \*Information Seeking, Occupational  
Information, \*Rural Youth

Based on the premises that a major aim of  
guidance is to help students make wise vocational  
and educational decisions, and that learning to  
collect and use relevant information is helpful in

making such decisions, this study compares several behavioral reinforcement techniques for effectiveness in increasing information seeking behavior (ISB) by rural high school students. The subjects were 288 11th grade students in six rural Wisconsin high schools, who were assigned to five treatment groups or a control situation. After an initial level of ISB was determined by questionnaire, students met with a counselor in either dyadic or group meetings. Statements of ISB were reinforced verbally by the counselor. In one other group situation, they saw a film demonstrating ISB, then met with the counselor. After treatment, frequency and variety of ISB were reported after three weeks on a questionnaire. Significant differences were found through analysis of variance between experimental and control groups, but no significant differences were found between experimental treatments. Females showed more, and more varied ISB than did males. (BP)

**ED 028 461** CG 003 715  
Achievements and Challenges. The HEW Forum Papers. Second Series.

Department of Health, Education and Welfare, Washington, D.C.

Pub Date 69

Note—50p.

**EDRS Price MF-\$0.25 HC-\$2.60**

Descriptors—\*Educational Change, Educational Objectives, \*Educational Planning, Federal Government, \*Government Publications, Government Role, Leadership Qualities, \*Professors, Program Planning, Program Proposals

The first lecture of this series focuses on the role of today's professor, caught in the middle of two campus revolutions, one of which he is the beneficiary and the other, the target. The second lecture considers the importance of understanding the future in preparing youth for it, and the extent to which the future is knowable. Current projections of alternative futures for our society suggest (1) significant alterations in the ways we carry out instructions, (2) topics providing vehicles for learning, and (3) education as a fundamental value. The third lecture contends that regular governmental institutions have not responded to rapid social change. The fourth is a pragmatic look at some of the essential characteristics of leadership, with particular emphasis on leadership role in an administrative setting. The final lecture is a review of the major accomplishments of this decade in health, education, and welfare, a discussion of remaining problems, and a pin-pointing of future goals over the next decade. (KP)

**ED 028 462** 24 CG 003 716

Greenberger, Ellen Kervin, John

A Scoring Guide for the Greenberger-Entwistle Need-Achievement Pictures.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1610

Pub Date Dec 68

Grant—OEG-2-7-061610-0207

Note—46p.

**EDRS Price MF-\$0.25 HC-\$2.40**

Descriptors—\*Achievement, \*Experiments, Goal Orientation, Instrumentation, \*Manuals, Measurement, \*Measurement Instruments, Needs, Psychological Needs, \*Scoring

This manual describes the scoring procedures for the Greenberger-Entwistle Need-Achievement Pictures. This instrument was developed (1) to provide a set of pictures suitable for a wide age range of subjects, (2) to increase the comparability of findings, and (3) to increase the reliability of measurement. General instructions for scoring the Greenberger-Entwistle pictures are given, and the scoring categories are discussed in terms of typical problems and scoring rules. Stories are then considered individually for problems unique to each. The appendices consist of a set of the instrument pictures and a summary of the scoring rules. (Author/EK)

**ED 028 463** CG 003 717

Hill, George E.

The Guidance of Elementary School Children.

New York State Education Dept., Albany. Bureau of Guidance.

Pub Date Mar 68

Note—15p.; Paper presented at the Invitational Conference Directors and Supervisors of Guidance Services, Rochester, New York, November 9, 1965.

**EDRS Price MF-\$0.25 HC-\$0.85**

Descriptors—Childhood Needs, Counselor Acceptance, \*Counselor Functions, Counselor Role, Counselor Training, \*Developmental Guidance, \*Elementary School Guidance, \*Guidance, \*Guidance Objectives, Individual Counseling, Individual Development, Learning Disabilities

The author concerns himself with ten questions concerning guidance of the elementary school child: (1) What is effective education, (2) what sorts of schooling do children need, (3) how much of the child does the school seek to educate, (4) what are the guidance learnings, (5) what is the meaning of guidance, (6) does the school really need guidance, (7) what are the functions of the elementary school counselor, (8) what about the remedial versus the developmental approach, (9) what should be the preparation of the elementary school counselor, and (10) what of the future? (JS)

**ED 028 464** 24 CG 003 719

Stoll, Clarice S. And Others

Socialization and Games: An Exploratory Study of Race Differences.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1610

Pub Date Dec 68

Grant—OEG-2-7-061610-0207

Note—25p.

**EDRS Price MF-\$0.25 HC-\$1.35**

Descriptors—Achievement, \*Games, Grade 6, \*Racial Differences, \*Research, School Orientation, Self Concept, Simulation, \*Socialization

Play and games are widely held to meet a vital role in the socialization process. This study explores the differences in their socialization impact by race. Children in the sixth grade at a rural school were surveyed with regard to their participation in four types of games: individual, sports, board/card and party. Game experience was found to be related to a range of attitudes, including (1) sense of efficacy, (2) self-image, (3) belief in success, (4) orientation toward school. All four game types have possible socializing effects regardless of the race of the player. In addition, each game type has a differential impact by race. For example, sports participation is related to the expression of achievement values for blacks but not for whites. The strength of the findings highlights the need for further research on the role of games as alternates to the family in socialization. (Author)

**ED 028 465** 24 CG 003 720

Stoll, Clarice S. And Others

Game Experience and Socialization: An Exploratory Study of Sex Differences.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1610

Pub Date Dec 68

Grant—OEG-2-7-061610-0207

Note—23p.

**EDRS Price MF-\$0.25 HC-\$1.25**

Descriptors—Achievement, \*Attitudes, Beliefs, Educational Games, \*Elementary School Students, Family Influence, \*Games, Peer Groups, School Orientation, Self Concept, \*Sex Differences, \*Socialization

Play and games are thought to have a vital role in the socialization process. This study explores the impact of differences in socialization via game experience according to sex. Children in the sixth grade of a racially-integrated rural school in Maryland were surveyed with regard to their participation in four types of games: (1) individual, (2) sports, (3) board or card, and (4) party. Game experience was found to be related to a range of attitudes, including: (1) sense of efficacy, (2) self image, (3) belief in success, and (4) orientation toward school. The four game types were found to have socializing effects regardless of sex of the player. In addition, each game type had a differential impact by sex. The findings highlight the need for further research on the role of the activities of peer and family groups. (Author/EK)

**ED 028 466** CG 003 722

Coordinated Data Processing Planning Project for the Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc.

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Pub Date Nov 66

Note—224p.

**EDRS Price MF-\$1.00 HC-\$11.30**

Descriptors—Administration, Cooperative Programs, Coordination, Curriculum Development, \*Data Processing, \*Developmental Programs, \*Educational Coordination, Educational Resources, \*Education Service Centers, Inservice Education, School Personnel, \*School Planning

Some 45 public and private schools were involved in planning for coordinated data processing services. Considerable emphasis was placed on inclusion of in-service activities for school personnel in connection with the planning. The personnel, through questionnaires, indicated the anticipated value of the benefits of the plan. The questionnaire findings showed the only significant utilization of data processing equipment involved a fraction of the students in scheduling and mark reporting. Teachers indicated a need for curriculum development and in-service education in connection with instructional uses. Recommendations are as follows: (1) if schools with an aggregate population of 100,000 agree to participate in an operational project, a grant application should be submitted, (2) personnel, equipment, and facility should be acquired by and under the control of the participating schools, (3) service categories should include information concerning students, administration and finance, materials, and instruction, (4) staff consultants should be hired for each information area, and (5) system design activities, for integration of information, should be planned. Membership dues and requirements are discussed. (Author/JS)

**ED 028 467** CG 003 723

Cope, Robert G.

College Press and Dropouts.

American Educational Research Association, Washington, D.C.

Pub Date Mar 69

Note—44p.; Paper presented at the American Educational Research Association's 1969 Annual Meeting, Los Angeles, California, February 5-8, 1969.

**EDRS Price MF-\$0.25 HC-\$2.30**

Descriptors—College Choice, \*College Environment, \*College Students, Dropout Attitudes, \*Dropout Characteristics, \*Dropout Identification, \*Dropout Research, Institutional Environment, Student College Relationship

Social-psychological data were gathered by questionnaires and the Omnibus Personality Inventory on two entering freshmen classes. A follow-up survey two years later, of students who had withdrawn, determined reasons for withdrawal and the nature of the problems these students experienced while still in attendance. Data suggested that salient environmental characteristics of the institution (large, liberal, affluent, secular, academically competitive, and cosmopolitan) were related to attrition, and the relationship differed according to sex. Male student drop-outs tended to be more religious or politically conservative. Female student drop-outs tended to be less esthetically inclined, to come from less wealthy homes, to consider themselves less attractive, and to have lower verbal aptitude scores. Both sexes, from smaller communities and with lower mathematical aptitudes, tended to drop out. Various university presses, then appear related to student behavior, with the same environmental press having different effects depending on the sex and social-psychological characteristics of the student. (KP)

**ED 028 468** CG 003 725

Nyberg, V. R.

The Reliability of Essay Grading.

Canadian Council for Research in Education, Ottawa (Ontario).

Pub Date Jun 68

Note—6p.; Paper presented at the Sixth Canadian Conference on Educational Research, Ste. Foy, Quebec, June 1968.

**EDRS Price MF-\$0.25 HC-\$0.40**



**Descriptors**—Analysis of Variance, \*Essay Tests, \*Evaluation Criteria, Factor Analysis, Grading, \*Reliability, Research, \*Test Construction, Testing, Test Interpretation, Test Results, Tests, \*Test Validity

The following problems in the field of essay grading have persisted: (1) low reliability of grading, (2) deciding upon elements or variables to consider, and (3) deciding on the weight to assign to each variable. Described are two aspects of a study on essay grading at the high school level in Alberta, Canada: (1) the reliability of scoring procedures, and (2) the effectiveness of the procedures with respect to educational objectives. The grade 12 essay examination was written by 13,000 students. It was scored by 48 readers according to a fixed pattern employing 22 variables grouped according to grammar and content. The following statistical procedures were performed: (1) correlations of scores given by each reader, (2) a factor analysis on the variables to determine what underlying elements were present, (3) estimations of reliability of scoring by use of correlation means, and (4) an analysis of variance on scores. The effectiveness of the variables was judged. Variables were then grouped according to six factors, and tables to factor loadings and factor descriptions were developed. Style-content variables were found to be very heavily weighted and as this was against the intention of the author, another study, employing a different weighting technique is planned. (JS)

**ED 028 469** CG 003 726

Neale, Daniel C. Johnson, David W.  
**College Student Participation in Social Action Projects.**

American Educational Research Association, Washington, D.C.  
Pub Date Feb 69

Note—17p; Paper presented at the American Educational Research Association Convention, Los Angeles, California, February 5-8, 1969.

**EDRS Price MF-\$0.25 HC-\$0.95**

**Descriptors**—Cocurricular Activities, College Curriculum, \*College Students, Projects, Social Attitudes, Social Change, Social Values, \*Student Behavior, \*Student Characteristics, Student Participation, \*Student Research, \*Student Volunteers

To obtain information about student constructivists (students whose social concern is expressed through involvement in restitutive work), this study investigated the extent of college student involvement in constructive social activities, and compared the characteristics of these students with a random sample of undergraduates at the University of Minnesota. Results indicated that while college students appear to be interested in constructive social action, most feel too pressed by other obligations to participate. It is theorized that the small minority who participate do so because family and friends place a high value upon social action, or because of that action's relevance to their major field or vocational choice. Colleges should, perhaps, find means to encourage constructive outlets for social concern. Findings also indicate that constructivists, as distinct from activists, do not appear markedly different from other college students. Volunteers tend to live near campus in residences other than their family home. This appears to indicate that students involved in social action activities have achieved a higher degree of social maturity and have found an independent way to extend family values. (KP)

**ED 028 470** CG 003 728

Campagna, Dennis

**Non-Academic Aspects of College Experience.**  
Council for the Advancement of Small Colleges, Washington, D.C.

Pub Date [69]

Note—7p.

**EDRS Price MF-\$0.25 HC-\$0.45**

**Descriptors**—Classroom Environment, \*Cocurricular Activities, \*College Environment, College Instruction, College Students, Educational Environment, \*Personal Growth, Research, Self Actualization, \*Student Development

The first section of this paper deals with the contributions of non-academic experiences to education. Two measures, "my overall development as a person" and "satisfaction with the non-academic scene, indicated positive correlations both between satisfaction with experiences in the

non-academic area and overall growth, and between level of participation and overall growth. There was no correlation between academic experience and overall growth. A measure of the kinds of activities students engage in and estimates of their level of participation in such were tabulated. The level of student satisfaction with the non-academic scene was measured. An average of 38% of the 2,000 students sampled indicated satisfaction with the non-academic scene. Satisfaction with the non-academic scene correlated significantly with outlets for creative activities, opportunities for social exchange, and increased clarity of position on ethical, philosophical, and religious issues. Students were also asked to choose the one activity, out of nine, which provided the greatest personal satisfaction. "Self-discovery, self-insight, etc." ranked first, with social life last. Findings appear to indicate that personal growth is the most important aspect of "education" for the student. (KP)

**ED 028 471** CG 003 733

**Invitational Conference on Testing Problems.**  
Educational Testing Service, Princeton, N.J.  
Pub Date 28 Oct 67

Note—141p; Proceedings of the 1967 Invitational Conference on Testing Problems, New York, New York, October 18, 1967.

Available from: Educational Testing Service, Princeton, New Jersey (cost not listed).

**Document Not Available from EDRS.**

**Descriptors**—Computer Assisted Instruction, \*Conference Reports, Education, \*Educational Testing, \*Evaluation, Evaluation Criteria, Evaluation Techniques, Games, Measurement Techniques, Simulation, Surveys, \*Testing, \*Testing Problems

The focus of this conference was on aspects of change in education and testing. Two papers concern the special role of evaluation in new conceptions of instruction and learning. The first involves individually prescribed instruction in elementary school, and second, professional education. Both in the paper on computer-based instruction and in the one on academic simulation games, testing is viewed so much a part of instruction that separable evaluation procedures are deemed senseless except for demonstration or research. Another paper suggests how a measurement system developed from Project TALENT data could lead to new types of education and guidance programs. Surveys, and their impact on the views of education and testing in Scotland, is described in another paper. A radically new way of calibrating test items and test scores is described. Finally, fundamental issues of the relation between public policy and the field of educational testing are raised. (KP)

**ED 028 472** CG 003 734

Goldstein, Sanford Coleman, Raymond

**An Innovative Approach Utilizing a Pupil Personnel-Medical Team for the Early Detection and Prevention of Pupil Problems.**

Penfield Central School District, N.Y.  
Spons Agency—New York State Education Dept., Albany. Div. of Research.

Pub Date Feb 69

Note—56p.

**EDRS Price MF-\$0.25 HC-\$2.90**

**Descriptors**—Adjustment (to Environment), Counselors, \*Elementary Grades, Elementary School Guidance, Guidance, \*Guidance Counseling, Guidance Objectives, Guidance Personnel, \*Guidance Services, Handicapped, Health, Health Personnel, \*Identification, \*Problems, Remedial Instruction

There is increasing evidence that early detection of children's handicaps, whether social, physical or academic, leads to better adjustments when the problems are treated. More coordination and long range planning regarding early detection of problems should be considered at the elementary school level. In this study, an elementary guidance counselor and a pediatrician were added to the staff of the pupil personnel team of an elementary school. Data was also collected for a control school so that referral patterns, staffing patterns, service functions and outcomes could be compared. Certain trends have become evident: (1) teachers can become sensitized to early identification of student problems; (2) the pediatrician has a valuable contribution to make, aiding the teacher in the understanding of children; (3) a full time elementary guidance counselor helps coordinate the personnel team, adds

to the teacher's sensitivity of pupil problems, and helps move the mental health program towards the individual child; (4) the personnel team can have immediate relevance with suggestions for the teacher of the problem child; (5) parents are willing to become involved if given the opportunity; and (6) use of substitute teachers enhances the classroom teachers involvement. (JS)

**ED 028 473** CG 003 735

Beck, Robert H. And Others  
**Curriculum Imperative: Survival of Self in Society.**

Nebraska Univ., Lincoln. Dept. of Secondary Education.

Pub Date Jun 68

Note—78p; Speeches delivered at the J. Galen Saylor Conference on Secondary Education, Lincoln, Nebraska, June 17 & 18, 1968.

**EDRS Price MF-\$0.50 HC-\$4.00**

**Descriptors**—\*Curriculum Design, \*Curriculum Development, Curriculum Planning, Educational Philosophy, \*Educational Planning, Elementary School Curriculum, High School Curriculum, \*Individual Development, Individual Needs, \*Speeches

In the four major speeches presented the question under consideration was basically how can the school curriculum best be developed to enable the individual to realize his potential as an independent entity in a mass society. The first speech, "Individuality, Society, and Education" considers this problem from a philosophical base. In the second, "American Society in the 1980's: Trends, Themes, and Issues," the sociological aspects are discussed. The last two speeches, "The Curriculum in Confrontation with Tomorrow" and "Issues in Secondary Education for the Future," focuses on implications for elementary and secondary curriculum design and for teacher education of the problem of the individual in our society. (Author/KP)

**ED 028 474** CG 003 736

Soares, Anthony T. Soares, Louise M.

**Self-Perceptions of Culturally Disadvantaged Children.**  
Bridgeport Univ., Conn.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
Pub Date Jan 69

Note—15p.

Journal Cit—Amer Educ Res J; v6 n1 p31-45 Jan 1969.

**Document Not Available from EDRS.**

**Descriptors**—Analysis of Variance, \*Disadvantaged Youth, \*Elementary School Students, Research, School Segregation, \*Self Concept, \*Self Esteem, Self Evaluation

A comparative study was undertaken of the self perceptions of disadvantaged children with those of advantaged children in grades four to eight. Each child's self concept, ideal concepts, and reflected values were measured. The result from an analysis of variance design, indicated more positive self images on all measures for disadvantaged children over advantaged children as a whole, for disadvantaged boys over advantaged boys, for disadvantaged girls over disadvantaged girls, and grade four over grade eight in both groups. The major conclusion was: disadvantaged children do not necessarily reflect negative self concepts or lower self esteem than advantaged children. Since disadvantaged children have contact only with other disadvantaged children in elementary schools, they are insulated from acquiring negative attitudes from those who are not disadvantaged. The challenge for education, then, is to help the disadvantaged child maintain his positive self image as he enters high school. Further research needs are discussed. (Author/LS)

**ED 028 475** CG 003 737

Hamilton, Jack A.

**Video Group Social Models, Group Stimulus Materials and Client Characteristics in Vocational Counseling: An Experimental Study.**

American Educational Research Association, Washington, D.C.  
Pub Date 8 Feb 69

Note—37p; Paper presented at the American Educational Research Association Convention, Los Angeles, California, February 5-8, 1969.

**EDRS Price MF-\$0.25 HC-\$1.95**

**Descriptors**—\*Career Planning, Counseling Effectiveness, \*Decision Making, \*Group Counsel-

ing, Information Processing, Information Seeking, Instructional Materials, \*Methods Research, Models, Video Tape Recordings, \*Vocational Counseling

Eleventh grade male students participated in this study designed to promote career information-seeking and information-processing behavior. Three experimental treatments were administered: (1) structured group stimulus materials, (2) group social modeling, and (3) group social modeling combined with discussion. Three control procedures were employed: (1) insight group counseling; (2) wait control, and (3) no-interest control. Planned stimulus materials were used in four group counseling sessions. Four video presented group social models were used in four sessions. This sequence and content was followed in the modeling-discussion treatment. Group social-modeling and modeling-discussion treatments were found to promote significantly more knowledge of and ability to stimulate career decision-making at one school. Structured stimulus materials and modeling-discussion were found to stimulate significantly more subject performance of actual career decision-making behaviors at a secondary school. (Author/KP)

ED 028 476 CG 003 739

Daane, Calvin. And Others

Developing Group Counseling Models for the Neighborhood Youth Corps. Final Report. Arizona State Univ., Tempe.

Spons Agency—Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.

Pub Date Jan 69

Note—301p.

EDRS Price MF-\$1.25 HC-\$15.15

Descriptors—\*Counseling Effectiveness, Counselor Characteristics, \*Counselor Performance, Counselor Role, Experimental Programs, Group Behavior, \*Group Counseling, \*Group Dynamics, Group Experience, \*Models, Rehabilitation Counseling, Research Projects

Counseling in small groups was planned for a sample of youth from the Neighborhood Youth Corps (NYC). Five models were involved: (1) Interpersonal, (2) Intrapersonal, (3) Problem Identification, (4) Perceptual Modification, and (5) Relationship. Each model, designed to elicit specified behavior, utilized task prescriptions, selective responding, modeling, and "other-report" statements. Basic goals for the study were recommendations for NYC counseling and new variables for later research. Four areas of data were gathered: (1) pre- and post-testing, (2) comparison of enrollee behavior prior to and during counseling, (3) a comparative verbal interaction analysis between models, and (4) counselors' evaluation and self report. The counseling brought observable and positive effects. The team idea of two trained leaders conducting each model worked well, and the models appeared functional for group maintenance and balance of comfort-excitement levels. The models appear practical and functional for NYC counseling. (Author/KP)

ED 028 477 CG 003 741

Moore, Norman F.

Art in the Union. College Unions at Work.

Association of College Unions-International, Ithaca, N.Y.

Pub Date 65

Note—41p.

Available from—Association of College Unions-International, Willard Staigh Hall, Cornell University, Ithaca, New York 14850 (\$1.00).

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—\*Art Activities, Art Appreciation, Art Products, Arts Centers, Educational Facilities, \*Exhibits, \*Facility Improvement, \*Student Unions, Visual Arts

This booklet provides the technical information necessary in handling exhibits of paintings, prints, sculpture, tapestries, and artifacts of interest and value to students. It was published in response to widespread interest, by college union staff and students, in the development of good art exhibit programs and permanent art collections. The purposes and values of an art program are discussed, followed by the importance of a master plan. Existing programs are described. The remaining chapters are devoted to the problems of selection and cost, publicity and promotion, exhibition facilities, storage and inventory, care of the traveling exhibit, packing, transportation, and in-

surance. The appendix includes a directory of exhibit sources, a list of principal hazards to works of art, and suggested information and report forms. (KP)

ED 028 478 CG 003 742

Stevens, George F.

The Union Recreation Area. College Unions at Work.

Association of College Unions-International, Ithaca, N.Y.

Pub Date 65

Note—47p.

Available from—Association of College Unions-International, Willard Staigh Hall, Cornell University, Ithaca, New York 14850 (\$1.00).

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—\*Cocurricular Activities, Games, Noninstructional Responsibility, Recreational Activities, \*Recreational Facilities, \*Recreational Programs, Recreation Finances, \*Social Recreation Programs, \*Student Unions

Within the context of college union programs, the recreational games of bowling, billiards, table tennis, and some table games are discussed, including their history, facilities, and operation. Specific duties and responsibilities of the Recreation Area Manager are outlined, as are counter personnel and procedures, and maintenance personnel and procedures. There is a checklist of arrangements for planning and conducting tournaments. Included in the appendix are: amateur standing policy, materials for game promotion, director of games associations, key bowling lane dimensions, billiard table specifications, table tennis-table specifications, and regions of the Association of College Unions-International. (KP)

ED 028 479 CG 003 743

Christensen, Ernest M.

Annotated Bibliography of the College Union. College Unions at Work.

Association of College Unions-International, Ithaca, N.Y.

Pub Date 67

Note—279p.

Available from—Association of College Unions-International, Willard Staigh Hall, Cornell University, Ithaca, New York 14850 (price not listed).

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, \*Bibliographies, Campus Planning, \*Cocurricular Activities, College Buildings, Recreational Facilities, Social Organizations, \*Student Organizations, \*Student Unions

Dealing with various aspects of planning, programming, and piloting the multiphased college union organization amidst the college or university environment, this annotated bibliography has classified and indexed into a meaningful and methodical form of codification books, monographs, papers, and magazine articles written or published during 1950-1966. Approximately 1,200 annotations, by some 500 authors, are listed in seven major sections: (1) the role of the college union; (2) planning the college union; (3) operating the college union; (4) programs of the college union; (5) services of the college union; (6) Association of College Unions-International; and (7) other college union related topics. An alphabetical index of cross-references containing further topics and an author index are also presented. (Author/KP)

ED 028 480 CG 003 744

Gloeckler, Theodore L. B.

Diagnostic Procedures and Their Incorporation in the Planning of Individual Remedial Programs. Part I.

Educational Diagnostic and Planning Center, Cheyenne, Wyo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TR-7

Pub Date Jan 69

Grant—OEG-4-7-672789-3038

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*Clinical Diagnosis, Diagnostic Tests, \*Educational Diagnosis, Evaluation, Individual Psychology, \*Psychoeducational Clinics, \*Psychoeducational Processes, Psychological Tests, \*Testing Programs, Test Interpretation

This is to be the first of two technical reports sharing the same title. It describes the testing

procedures used by the Educational Diagnostic and Planning Center, outlining the manner of data gathering from objective, standardized instruments and other sources. It also describes the collation of data into meaningful descriptive summaries. The appendices include a list of the evaluation instruments and a detailed case study illustrating the testing procedures. (Author/KP)

ED 028 481 CG 003 745

Dialogue '68. Proceedings of the Edgar A. Whiting Conference.

Association of College Unions-International, Ithaca, N.Y.

Pub Date 10 Apr 68

Note—217p.; Proceedings of the Edgar A. Whiting Conference, Chicago, Illinois, April 7-10, 1968.

Available from—Association of College Unions-International Willard Staigh Hall, Cornell University, Ithaca, New York 14850 (price not listed).

EDRS Price MF-\$1.00 HC-\$10.95

Descriptors—Campus Planning, \*Cocurricular Activities, \*College Environment, College Students, \*Conference Reports, Recreational Facilities, \*Social Recreation Programs, Student College Relationship, Student Needs, \*Student Unions

Part I addresses itself to today's student: student activism, the questioning student, student behavior, and the committed student. The union and its context, including both the urban and small college union, is the subject of Part II. The addresses in Part III are directed toward the business of managing the union. The section on the union program includes aspects of art, entertainment, and program development. The union profession focuses on training, motivation, and leadership of staff members. The union building is the subject of Part VI. Finally, Part VII deals with the business of the association. (KP)

ED 028 482 CG 003 746

Thompson, Clarence H., Ed.

A Report of the Center for Continuing Education, Drake University.

Drake Univ., Des Moines, Iowa.

Pub Date Apr 68

Note—80p.; Proceedings of a Workshop for Counselors and Guidance Workers on Occupational Opportunities in Iowa, Des Moines, Iowa, April 1968.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—\*Counseling Effectiveness, Counseling Theories, \*Counselor Role, Labor Supply, Manpower Development, Manpower Needs, Occupational Choice, \*Occupational Guidance, \*Vocational Counseling, \*Vocational Development, Workshops

With assistance from Title I of the Higher Education Act, a two-day workshop for counselors in Iowa was sponsored by the Center for Continuing Education at Drake University. Proceedings of the workshop, reported in this publication, include four interlocking dimensions: (1) the counselor's role in vocational decision making, (2) the counselor's role in manpower, (3) man in a world of work, and (4) a dialogue between counselors and employers. (Author/KP)

ED 028 483 CG 003 747

SWCEL Classroom Management Program. Delay and Magnitude of Reward for Achieving Behavioral Objectives.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date 67

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Classroom Environment, \*Classroom Techniques, \*Positive Reinforcement, Reinforcement, Reinforcers, \*Rewards, Student Behavior, \*Student Motivation, \*Teaching Techniques

This study pragmatically studied and developed classroom management techniques and teaching strategies to increase pupil interest in the learning process, in the hope of contributing to pupil gain in desirable behaviors. Data was collected from teachers in four states. The classroom problems related by the teachers involved cognitive and affective pupil behaviors. Therefore, delay in rewards and magnitude of reinforcement were investigated to determine their effects on affective and cognitive classroom behavior. These two types of reinforcing conditions are compared: (1)



the conventional verbal praise of the teacher, and (2) a point system where accumulation of a specified number of points results in a tangible reward. Under the point system, two incentive goal conditions are studied: (1) short-term, where reward occurs every six school days, and (2) long-term where reward occurs after six weeks. Classes are reminded of their goal, contingencies of reward, and number of points earned at specified intervals. Included is a suggested list of behaviors rewarded, the procedures, schedule, and suggested rewards for both short term and long term goal conditions and the control procedures. (KP)

ED 028 484 CG 003 750

**The Pupil Personnel Services Concept in Education.**

Pupil Personnel Services Workshop, N.C. Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh; North Carolina Univ., Chapel Hill.

Pub Date Jun 68

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Guidance Services, \*Models, School Health Services, \*School Organization, School Psychologists, \*School Services, School Social Workers, School Statistics, \*Student Personnel Programs, \*Student Personnel Services

In order to suggest more adequate pupil personnel services in North Carolina, this report is presented as a model through which those disciplines which compose pupil personnel services are aligned in full partnership with administrative and instructional services. Counseling and Guidance Services help students achieve self-actualization and plan for the future. Psychologists focus on those needs of the child which influence his behavior. School Social Services workers focus remedially on the personal and environmental problems. An effective health program is coordinated by School Health Services. Pupil Appraisal compiles data on the school population, individually and collectively. Special Education provides plans for children with special learning needs. Records are kept by Pupil Accounting. (KP)

ED 028 485 CG 003 751

**Findley, Warren G. Use of Sequential Factor Analyses to Clarify Interpretation of Underlying Relations.**

American Educational Research Association, Washington, D.C.

Pub Date 6 Feb 69

Note—6p.; Paper presented at the American Educational Research Association Convention, Los Angeles, California, February 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Behavioral Science Research, \*Computer Programs, Data Analysis, Discriminant Analysis, \*Factor Analysis, \*Item Analysis, \*Research, \*Research Methodology

This is a research report concerned with the availability of computer programs which made it advisable to try not only the factors dictated by a criterion, but successive additional factors until the meaning of the pattern is clarified. Examples illustrate the application of sequential factor analyses using a principal axes solution and varimax rotation. In one case, extension to an additional factor clarified the whole solution and additional factors added nothing, pointing to the suitability of a four-factor solution. In the other case, extension to one additional factor only clarified the identity of two variables and pointed back to the two factor solution as most effective. (Author/EK)

ED 028 486 CG 003 823

**Greenberger, Ellen. And Others. Content Analysis of Stories for Curiosity Imagery: A Manual.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1610

Pub Date Nov 68

Grant—OEG-2-7-061610-0207

Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—\*Content Analysis, \*Curiosity, \*Manuals, \*Projective Tests

This manual describes a method for the content analysis of written story-productions evoked

by a standard set of pictures. The introduction sketches briefly the model of curiosity developed by Beswick (1965), the system of content analysis derived from it, and the reliability and validity of that system of analysis. It also describes a revised scoring system devised by the authors and provides some information on its reliability and validity. Since this is meant to be a "practical" scoring manual rather than a complete report on the curiosity test, more detailed information on its technical properties is furnished in a forthcoming separate publication. The manual is divided into three parts. The first gives general and specific scoring rules and examples of their application for the revised scoring scheme. The second section contains a number of excerpts from actual stories, while the third section gives the correct scoring of these stories and the rationale behind scoring decisions. (Author)

ED 028 487 CG 003 827

Thoroman, E. C.

**The Vocational Counseling of Adults and Young Adults. A Philosophy of Adult Counseling.**

Pub Date 68

Note—17p.; This abstract encompasses only Chapter 1, A Philosophy of Adult Counseling, pages 1-16.

Available from—The complete book is available from Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107 (\$4.50).

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—\*Adult Counseling, \*Counseling Goals, \*Counseling Theories, \*Counselor Attitudes, Educational Counseling, Self Concept, Vocational Counseling

A number of factors indicate an increased need for vocational counseling services for adults, chief among them being the economic factors of increased material needs, inflation, and technological change; the social factors of unemployment or underemployment; and the increase of women in the job market. The conventional pattern of testing, profile interpretation, prescription, and placement is not adequate to the task of helping adults reshape their occupational outlook. A philosophy centered on the individual, dynamic self-concept of the client is more contemporary. The place of the counselor within this philosophy is to be versatile, well informed, and flexible in helping clients to shape their goals. These goals must be: (1) immediate in time, (2) clearly defined, (3) intellectually attainable, and (4) contributory to the client's ego satisfaction. (BP)

ED 028 488 24 CG 003 876

Ponzo, Zander

**A Study to Determine Relations in Role Identity, Scholastic Aptitude, Achievement, and Non-Academic Factors among Male and Female Students. Final Report.**

Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-E-065

Pub Date 67

Grant—OEG-1-7-070065-3497

Note—176p.

EDRS Price MF-\$0.75 HC-\$8.90

Descriptors—Academic Ability, \*Academic Achievement, \*Academic Performance, \*High School Students, \*Role Perception, \*Self Concept, Sex Differences

A study conducted by the U.S. Department of Health, Education and Welfare investigated the relationship between sex role identity and academic achievement. Freshmen and seniors from nine rural Wisconsin high schools completed instruments which measured sex-role identity, self-expectations, self-concepts of ability and educational levels. Results indicated: (1) that while subjects' sex role identities were more in the emergent direction (i.e. a blending of traditional male and female behaviors) they still viewed appropriate male and female behaviors along traditional lines (i.e. the rugged, unemotional male; the warm, understanding female); (2) that with movement to a more traditional sex-role identity, boys experienced decreased academic success; the opposite was true for girls. It was concluded that schools are "feminine institutions," supporting traditional feminine roles: girls succeed because they conform to these roles; boys, in rebelling against them and trying to prove their masculinity, do not do as well in their studies. It was suggested that schools foster more emergent sex roles since they are more conducive to academic success. (LS)

ED 028 489 24 CG 003 885

Thompson, Charles Lowell

**Counselors' Conceptions of Ideal and Non-Preferred Client Types. Final Report.**

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-E-072

Pub Date Dec 67

Grant—OEG-1-7-070072-3717

Note—133p.

EDRS Price MF-\$0.75 HC-\$6.75

Descriptors—\*Counseling Effectiveness, Counseling Goals, \*Counselor Acceptance, \*Counselor Attitudes, Counselor Performance, \*Secondary School Counselors, Student Attitudes, Student Rehabilitation

With a focus on the school counselors' conceptions of ideal and non-preferred clients, this study has attempted to examine those factors that inhibit or facilitate counseling gains. Procedures included selection of participants, personal interviews, testing (Myers-Briggs Type Indicator), analysis of subjects' grade point average, and scores from the Herman-Nelson Test of Mental Ability. Four hypotheses were submitted to statistical tests. The findings include the following: (1) Counselors' ideal and non-preferred client groups vary widely, but group differences, particularly in school adjustment and achievement, do exist which could affect counseling outcomes; (2) Difficult clients tend to be in conflict with teachers, parents, and peers; (3) Non-preferred clients tend to have emotional problems and ideal clients, vocational; and (4) Counselor-client agreement is generally significant with ideal clients. Recommendations for further study are given. (KP)

ED 028 490 08 CG 003 900

Gribbons, Warren D. Lohnes, Paul R.

**Career Development. Interim Report.**

Regis Coll., Weston, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2151

Pub Date Oct 68

Grant—OEG-1-7-062151-0471

Note—151p.

EDRS Price MF-\$0.75 HC-\$7.65

Descriptors—\*Career Choice, \*Career Planning, Followup Studies, \*Longitudinal Studies, Occupational Choice, Self Concept, Vocational Counseling, \*Vocational Development

The longitudinal study of 110 junior high school boys and girls had the following objectives: (1) to test a developmental theory of career choice; (2) to determine whether there are significant sex difference in career sequences and; (3) to determine if self concepts and other factors influence career choice. The subjects were interviewed every two years from eighth grade to four years out of high school. It was found that intelligence, social class, place of residence and military service had joint effects on educational aspirations. Bright students from less affluent families or towns often failed to follow through on their early educational aspirations. The study also focused on the vocational maturity of the subjects at grade twelve. Results indicated that positive attitudes, self understanding and confidence, and the realization of the need to integrate the self concept into one's career choice were the means to later vocational success. (LS)

ED 028 491 08 CG 003 954

Wirtanen, Ilona D.

**Why and How Young Men Drop Out of High School: Some Preliminary Findings. Interim Report.**

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1096

Pub Date Feb 69

Contract—OEC-5-85-054

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—\*Dropout Attitudes, \*Dropout Characteristics, Dropout Problems, \*Dropout Research, Dropout Role, \*Dropouts, Out of School Youth, \*School Holding Power, Student Alienation

Descriptive material about the process of, and reasons for, dropping out of high school is



presented in this working paper. The data were collected through personal interviews with 207 young male dropouts. This report is limited to univariate response distributions. The most frequently-mentioned type of reason for leaving school is one which refers to some aspect of the school environment and/or the school personnel. Many dropouts reported they received no encouragement from school officials to stay in school. Other findings include: (1) 62.8% of the boys dropped out by choice, (2) the decision is not thought about long in advance, (3) most current dropouts intend to return to school someday, (4) the decision is usually reached independently, (5) dropping out is not encouraged or supported by parents, siblings, or friends, and (6) most dropouts have specific plans for doing something while not attending school. (Author/KP)

ED 028 492 24 CG 003 977

Sachs, David A. May, Jack G., Jr.

**Conditioned Emotional Response: Performance Decrement in Humans as a Function of Task Complexity. Final Report.**

Florida State Univ., Tallahassee.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-D-027

Pub Date Mar 69

Grant—OEG-1-7-070027-3540

Note—104p.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors—Anxiety, Complexity Level, \*Conditioned Response, \*Conditioned Stimulus, \*Electrical Stimuli, Operant Conditioning, \*Psychological Patterns, Psychological Studies, Stimulus Generalization, \*Task Performance

This study was designed to investigate the effects of increasing levels of task complexity on the conditioned emotional response (CER) with human subjects (Ss). Three hypotheses were proposed: (1) the CER would increase as task complexity increased, (2) there would be sex differences between Ss with respect to the interaction between the CER and task complexity, and (3) the CER procedures would produce an increase in variability. Proceeding through three levels of task complexity (8-, 16-, and 32-stimulus tasks), a stable baseline of performance for each S was attained. Ss then received CER training which utilized a 2100 cycles per second tone as the conditioned stimulus and paired it with a "painful" level of shock. Each S was then administered a seven-questionnaire and the Self Analysis Questionnaire. The dependent variables were rate of responding, stimulus presentation time, and response latency. Statistical analyses of group data did not support any of the three hypotheses. (Author/KP)

ED 028 493 24 CG 003 980

Yeager, John L. Glaser, Robert

**The Learning Research and Development Center at the University of Pittsburgh.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0253

Pub Date Jun 68

Contract—OEC-3-16-043

Note—33p.; Preprint of an article to appear in *The Journal of Research and Development in Education*, Fall, 1968.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—\*Computer Assisted Instruction, Education, Educational Programs, \*Educational Research, \*Innovation, Instructional Materials Centers, Learning, \*Learning Processes, \*Research

The Learning Research and Development Center, an institute composed of faculty from the University of Pittsburgh, has as its general purpose the scientific study of the problems of learning and instruction. Particular attention is given to the nature of the educational and psychological environment required to maximize the potential of the individual learner. The Center's activities range from basic theoretical studies of the learning process; through the development of procedures, materials and equipment of instruction; to the development of educational programs in school settings. The four major programs described are (1) Basic Learning Studies, (2) Computer-Assisted Instruction Studies, (3) Field Research, and (4) Experimental School Development. For each of the major programs, one or

two illustrative projects are described: (1) language comprehension skills and response latency characteristics in learning, (2) curriculum design for computer-assisted instruction, (3) computer management of individualized instruction and studies of learning rate and (4) experimental school operations concerned with individually prescribed instruction and curriculum design in early learning. (Author/LS)

ED 028 494 24 CG 004 053

Mann, Inez K., Ed.

**CAPS Capsule. Winter 1968, Volume 2, Number 2.**

Michigan Univ., Ann Arbor. Counseling and Personnel Services Information Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2487

Pub Date 69

Contract—OEC-3-6-002487-1579

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Counseling Services, \*Cultural Disadvantage, Culture Conflict, \*Disadvantaged Environment, Educational Disadvantage, Guidance Objectives, \*Information Dissemination, \*Publications, \*Question Answer Interviews, Student Personnel Services Devoted to the "Disadvantaged," this issue of CAPS Capsule features an interview with Dr. Edmund Gordon, Director of the ERIC Clearinghouse on the Disadvantaged. In response to questions, Dr. Gordon discusses disadvantagedness, those behaviors characteristic of disadvantaged populations, problems involved in standardized objective testing of such groups, his thoughts on how guidance personnel can help ghetto youth by becoming environmental manipulators, and new directions counselor preparation might take. Responding to Dr. Gordon's statements, but not always agreeing with them, are several prominent educators including: C. H. Patterson (University of Illinois), Robert Williams (Oakland County, Michigan), and Anthony C. Riccio (Ohio State University). Garry Walz, Director of the ERIC Clearinghouse on Counseling and Personnel Services, presents generalizations derived from a number of recent research reports on projects for assisting the disadvantaged. Also included are the following: a list of recent ERIC documents on the disadvantaged, briefly annotated; a review of the Interprofessional Research Council on Pupil Personnel Services (IRCOPPS); a review of CAPS products and activities; and a tribute by Garry R. Walz on the passing of Edward C. Roebor. (CJ)

ED 028 495 CG 004 144

Thoroman, E. C.

**The Vocational Counseling of Adults and Young Adults. Counseling and the Junior College.**

Pub Date 68

Note—13p.; This abstract encompasses only Chapter 9, Counseling and the Junior College, pages 165-177.

Available from—The complete book is available from Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107 (\$4.50).

EDRS Price MF-\$0.25 HC-\$5.75

Descriptors—\*Adult Counseling, \*Adult Education, \*Community Colleges, Counseling Services, Educational Counseling, Educational Objectives, Evening Counseling Programs, \*Junior Colleges, Post Secondary Education, \*Vocational Counseling

There is a growing demand in all areas of business and education across the nation for increased, and continuing education. Junior colleges have taken a large portion of the responsibility for providing this wide range of education. As community-responsive institutions, they will continue to expand in this function. The junior college aims of providing (1) a general academic education for transfer to four-year schools, and (2) a variety of terminal technical courses, and continuing adult education for job maintenance or upgrading, imply a need for a wide, flexible curriculum and counseling services. The students at a junior college will also range widely in age, intelligence, motivation, and goals. Counseling must adequately fit the individual into this heterogeneous structure. Junior college counseling involves a broader base of information than senior college counseling in several areas: (1) admission, (2) educational planning, (3) personal adjustment, (4) vocational counseling, and (5) employment assistance. (BP)

ED 028 496

Guba, Egon G.

**The Place of Educational Research in Educational Change.**

National Inst. for the Study of Educational Change, Bloomington, Ind.

Pub Date 8 Jun 67

Note—24p.; Paper presented to the Canadian Council for Research in Education (Winnipeg, Manitoba, June 8, 1967).

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—\*Educational Change, Educational Improvement, \*Educational Research, \*Educational Researchers, Educational Theories, Federal Aid, \*Research and Development Centers, Research Utilization, Universities

A series of 17 generalizations describes the educational research enterprise in the United States under four headings: Organizational patterns, training programs, dissemination techniques, and the relationship of research to practice. Eight summary statements outline the primary implications of these generalizations and define educational research in the United States as loosely organized, university based, individually directed, theory oriented, committed to experimentalism, in a psychostatistical tradition, a part-time pursuit, and Federally funded. Related problems include low utilization of research by practitioners, inadequate mechanisms linking the worlds of the researcher and the practitioner, inadequate programs for training educational researchers, and a lack of tools and strategies for the adoption of educational improvements based upon research. Alternatives for a redevelopment of educational research include the development of new research structures to complement existing structures, the building of effective linking mechanisms between the research and practitioner communities, and the development of new training programs. (JK)

ED 028 497

EA 001 975

Guba, Egon G.

**A Model of Change for Instructional Development. National Inst. for the Study of Educational Change, Bloomington, Ind.**

Pub Date 25 Jun 68

Note—44p.; Paper prepared for the Educational Media Conference (Indiana University, Bloomington, Indiana, June 25, 1968).

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Diffusion, \*Educational Change, Educational Improvement, Educational Innovation, \*Educational Planning, \*Educational Problems, Educational Research, Information Centers, \*Models, Program Development, \*Research and Development Centers, Supplementary Educational Centers, Universities

In contrast to evolutionary or natural change and homeostatic or adaptive change, a planned program of change designed to move education in a new direction, and accordingly called "neomobilistic change," provides for the realistic achievement of educational improvement. The two primary criteria of this model are relevance and impact. Reasons why this neomobilistic change does not occur include the poor performance of previously formulated solutions to educational problems, lack of involvement by professionals responsible for the total educational program, and failure to use resources already available. The proposed change model is comprised of five elements, each with specific functions, linked in a general loop configuration: Utilization, information, research, development, and diffusion. Implementation of the model requires the establishment of a nationwide network of centers for research, development, and dissemination, with adequate attention given to the network's operational aspects of staffing, funding, and political support. A university school of education is able to make a unique contribution to the change model process, especially in the areas of research and personnel training. (JK)

ED 028 498

EA 001 980

Greenfield, T. B.

**Research on the Behavior of Educational Leaders: Critique of a Tradition.**

Pub Date Mar 68

Note—22p.; Reprint.

Journal Cit—Alberta Journal of Educational Research; v14 n1 p55-76 Mar 1968.

Document Not Available from EDRS.

Descriptors—\*Administrative Personnel, \*Behavior Patterns, \*Behavior Theories, Edu-

cational Administration, Educational Research, Leadership Styles, Literature Reviews, Organizational Climate, Organizations (Groups), Role Theory, \*Systems Concepts  
Identifiers—Canada, Leader Behavior Description Questionnaire

Since basic studies of educational leadership behavior have stressed psychometric evaluations at a single point in time, primarily through use of the Halpin Leadership Behavior Description Questionnaire, questions about the dynamics and context of this leadership behavior have been largely ignored. Canadian researchers have found that an explanatory understanding of causal-chain relationships in leadership behavior may be obtained by viewing the school organization as a system and measuring influences upon leadership behavior of a number of system variables, distinguished by social process, output, input, and organizational climate. Suggested variables include satisfaction and confidence, leadership training, and social structure relationships. The primary need for the development of theory in educational leadership behavior is to create research designs which will incorporate systems concepts and permit the study of process. (JK)

**ED 028 499** EA 002 027  
**A Review of Research and Development Centers Supported by the U.S. Office of Education.**  
Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Report No.—OE-12040  
Pub Date 69  
Note—173p.; Reprint.

Available from—Journal of Research & Development in Education, 122 Baldwin Hall, University of Georgia, Atlanta, Georgia 30601 (\$2.00).  
Journal Cit—Journal of Research and Development in Education; v1 n4 Summer 1968.

**EDRS Price MF-\$0.75 HC-\$8.75**  
Descriptors—Cognitive Development, Early Childhood Education, Educational Administration, \*Evaluation, Higher Education, Instructional Programs, Learning, \*Objectives, \*Program Effectiveness, \*Research and Development Centers, School Organization, Social Structure, Teacher Education, Teaching

Reports from the nine research and development centers funded by the United States Office of Education provide a self-assessment of the centers from the standpoint of their respective goals, the methods used in pursuing these goals, estimates of their success to date, and estimates of their projected success. Discussion of organizational aspects and detailed reports of dissemination activities are omitted. The reporting centers are (1) Center for the Advanced Study of Educational Administration, (2) The Learning Research and Development Center, (3) Wisconsin Research and Development Center for Cognitive Learning, (4) Research and Development Center for Educational Stimulation (3-12), (5) Center for Research and Development in Teaching, (6) Research and Development Center for Teacher Education, (7) Center for Research and Development in Higher Education, (8) Center for Study of Evaluation in Instruction, and (9) Research and Development Center for Social Organization of Schools. (TT)

**ED 028 500** EA 002 041  
**Relationship between Supervisor's Activities and Their Perception of the Purpose of Supervision.**  
Regional Curriculum Project, Atlanta, Ga.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.  
Report No.—ESEA-Title-5  
Pub Date Jan 69  
Note—14p.

**EDRS Price MF-\$0.25 HC-\$0.80**  
Descriptors—Curriculum Development, Educational Coordination, \*Factor Analysis, Human Relations, Inservice Education, Instructional Improvement, Leadership, Models, Questionnaires, \*Role Perception, \*Supervision, \*Supervisors, \*Supervisory Activities  
Identifiers—Florida

A recent study found a lack of homogeneity among supervisors with respect to their role performance despite a similarity with respect to role expectation. To develop an accurate descriptive model of the supervisory process, data were collected describing both the activities of supervisors

and their perception of the purpose of supervision. Completed survey instruments were received from 373 county-level supervisors in Florida containing: (1) An open-ended item requesting the supervisor's opinion as to the purpose of supervision, and (2) 22 items on the frequency with which supervisors engage in various role activities. The open-ended statements were sorted into three levels of role definition with seven categories: (1) Broad objective (instructional improvement), (2) method of functioning (assistance, coordination, and leadership), and (3) role involvement (curriculum development, inservice education, and human relations-communications). An attempt was made to place the 22 frequency items into the six categories of the second and third levels. Factor analysis revealed that overlap prevents identification of the six categories as separate and distinct. A revised model of three dimensions (assistance in curricular development, leadership/communication, and inservice education) provides elements descriptive of the supervisory process. (HW)

**ED 028 501** EA 002 047  
**The Stanford School Scheduling System.**  
Stanford Univ., Calif. Dept. of Industrial Engineering; Stanford Univ., Calif. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 68  
Contract—OEC-2CAD-570-94  
Note—28p.

**EDRS Price MF-\$0.25 HC-\$1.50**  
Descriptors—\*Computer Oriented Programs, Course Organization, Data Processing, Electronic Equipment, \*Flexible Scheduling, \*Individualized Instruction, Program Evaluation, Programming, \*School Schedules, \*Secondary Education

Identifiers—SSSS, \*Stanford School Scheduling System

This booklet gives a general overview of the computerized Stanford School Scheduling System (SSSS) which is designed to make scheduling less difficult for individualized programs in secondary education. Topics covered include new flexible scheduling and variable course structure designs in secondary education, the school scheduling problem, schedule construction using the SSSS, field testing of the SSSS, SSSS parameter limits, and computer system requirements. Among the advantages of the SSSS are (1) it is a technology which enables the construction of complex flexible schedules; (2) it requires precise definition of the design of each course offered in the school program, as well as the overall program design; and (3) it encourages professional personnel to explore in detail the appropriateness of different arrangements of time, class size, pupil grouping, and use of staff and facilities. The availability of technical documents and the set of programs for the SSSS written in FORTRAN IV for IBM systems 360-40, 360-50, or 360-67 is described in the final section. (TT)

**ED 028 502** 24 EA 002 070  
**Herriott, Robert E. Hodgkins, Benjamin J.**  
**Sociocultural Context and the American School: An Open-Systems Analysis of Educational Opportunity. Final Report.**

Florida State Univ., Tallahassee. Inst. for Social Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No.—BR-6-2972  
Pub Date Jan 69  
Grant—OEG-2-6-062972-2095  
Note—370p.

**EDRS Price MF-\$1.50 HC-\$18.60**  
Descriptors—\*Educational Opportunities, \*Educational Sociology, \*Equal Education, Input Output Analysis, Organization, Policy Formation, Public Schools, Questionnaires, Rural Urban Differences, Social Class, Social Systems, \*Sociocultural Patterns, Statistical Analysis, \*Systems Approach

Regional and State inequalities in educational opportunity are reported from an extensive study based on data from the October 1965 Current Population Survey of the U.S. Bureau of the Census regarding the home and school environments of approximately 27,000 persons between the ages of six and 19 in a national sample of households. Major phases of the report include (1) the role of the public school in the equaliza-

tion of educational opportunity; (2) modernization and education within American society; (3) an open-systems approach to social organization; (4) the American public school as an open social system; (5) regional, metropolitanization and social class variations in American society; (6) theoretical considerations; (7) background of the school context study; and (8) modernization context as related to the organizational structure, organizational inputs, and the production throughput and output of American public schools. The study concludes that efforts to attain equality of educational opportunity in the schools can be achieved only to the extent that educational inputs, outputs, and functions are determined by policies and practices which perceive this end as a significant part of the school's institutional role. (JK)

**ED 028 503** EA 002 100  
**Campbell, Rold F.**

**Tomorrow's Boards of Education.**

Pub Date Feb 69

Note—7p.; Paper presented at the Annual Meeting of the Amer. Assn. of School Admin. (101st, Atlantic City, N.J., Feb. 15-19, 1969).

**EDRS Price MF-\$0.25 HC-\$0.45**

Descriptors—Activism, \*Board of Education Policy, \*Board of Education Role, Business, Civil Rights, Decentralization, \*Educational Needs, Federal Legislation, School Redistricting, \*Social Change, State Aid, Student School Relationship, Teacher Militancy, Urbanization

The traditional position of boards of education is being challenged by Federal programs and laws, private business, urbanization, the civil rights movement, teacher militancy, and student activism. If school boards are to survive as viable institutions, they must make some response and accommodation to these challenges. These accommodations must include the reorganization of small districts into larger units, realistic plans of decentralization in the cities, greater recognition of the Negro and other minorities in school government, elimination of paternalistic attitudes toward teachers, more competent student relations, and a unified demand for adequate school funds at the State level. If accommodations can be made and if boards can recognize that they do not have complete control but that they may have considerable influence, the future of the school board is not without hope. On the other hand, if boards continue to operate as usual, the school board will be found obsolete and some other mechanism for local school governance will have to be invented. (TT)

**ED 028 504** EA 002 101  
**Coffin, Gregory C.**

**Coping with Racial Imbalance.**

Pub Date 17 Feb 69

Note—12p.; Paper presented at the Annual Meeting of the Amer. Assn. of School Admin. (101st, Atlantic City, N.J., Feb. 17, 1969).

**EDRS Price MF-\$0.50 HC-\$0.70**

Descriptors—\*Administrator Role, Black Power, Board of Education Role, Curriculum, Equal Education, Integration Methods, \*Public Schools, \*Racial Balance, \*Racial Integration, Racism, \*School Integration, Superintendent Role

Little progress is being made in our attempt to cope with racial imbalance in the public schools. Perhaps we are not serious about solving the problem, because if we were, we would not have more children in segregated classrooms today than we had at the time of the 1954 Supreme Court decision. All too often it is the school administrator who is the major deterrent to progress. School administrators must take the initiative in pressing for the removal of racial imbalance. Minority groups can tolerate being put off for just so long, and the black separatist movement is a direct result of our inaction. If we continue down the separatist track in education we will have two separate and unequal societies which will end up shooting at each other. This can be prevented if we want to prevent it. Steps in the solution must include having one curriculum for all children, promoting the concept of "black identity," and unraveling the warped and biased rules of society that really only fit the white, middle class. School administrators must determine to cope with racial imbalance by having the courage to discharge the responsibility they have chosen. Children and society can not wait for their elders to overcome bigotry and prejudice. (TT)



ED 028 505 EA 002 102

Vogel, Francis X. Bowers, Norman D.  
**The Relationship of Form of School Organization to Pupil Behavior.**  
 Pub Date 7 Feb 69

Note—16p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 7, 1969).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—\*Academic Achievement, \*Age Grade Placement, \*Elementary Schools, \*Non-graded System, \*School Organization, \*Statistical Analysis, \*Student Attitudes, \*Student Behavior, \*Tables (Data), \*Teacher Characteristics

It has been argued that, compared with the traditional graded form of school organization, the nongraded form is superior in developing pupil classroom behavior, attitudes, and achievement that are related to generally accepted educational objectives. To test the validity of this view, multivariate analyses of covariance were performed on one nongraded experimental group of 224 pupils and two traditional graded control groups totaling 483 pupils, all from the K-6 age range and divided into normal age, underage, and overage groups for purposes of analysis. Results indicate that (1) the nongraded form of organization encourages development of conceptual maturity and participation in group activities; (2) teachers in nongraded schools tend to be more accepting of disorderly pupil behavior; (3) the graded organization seems to encourage pupil development in achievement, attitude toward school, and contributing activities during teaching episodes; (4) overage pupils in the nongraded school seem to be more contributing members of their classes than overage pupils in graded schools; (5) underage pupils generally scored highest and overage lowest on the measures used; and (6) the research design seems appropriate for use in the evaluation of experimental programs. (TT)

ED 028 506 EA 002 103

Nysrand, Raphael O.  
**The Study of School-Community Relationships in Urban Settings: A Discussion of the Methods Employed in the Cincinnati, Columbus, Detroit, and Washington, D.C. School Surveys.**  
 Pub Date Feb 69

Note—13p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 5-8, 1969).

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Administrator Attitudes, \*Citizen Participation, \*Community Attitudes, \*Community Involvement, \*Community Surveys, \*Content Analysis, \*Objectives, \*Question Answer Interviews, \*Research Design, \*School Community Cooperation, \*School Community Relationship, \*School Surveys, \*Teacher Attitudes, \*Urban Schools

Identifiers—Cincinnati, Columbus, Detroit, District of Columbia, Washington

Review of school-community relationship studies in Cincinnati, Columbus, Detroit, and Washington, D.C., shows that these successful undertakings were guided by several objectives. Most important among these were (1) to develop information about means of local school-community interaction and communication and their effectiveness, (2) to become knowledgeable about local school-community issues, and (3) to cultivate public receptivity to survey recommendations. A variety of methods—including sample surveys, case study techniques, content analysis of school board minutes and other documents, interviews with local notables, and community meetings—were employed. The reports demonstrate the value of collecting data from several sources and by several means in surveys of this type. A second characteristic of the various study designs which merits duplication in other surveys is effort to examine the capacity of school personnel to hear and respond to public interests as well as to tell the public about programs. The study processes reflect an action oriented posture on the part of the researchers which could be adapted usefully to other settings. (TT)

ED 028 507 EA 002 104

Monahan, William G.  
**Some Limitations and Cautions in the Use of Quantitative Techniques in Decision-Making.**  
 Iowa Univ., Iowa City. Iowa Center for Research in School Administration.  
 Report No.—SR-68

Pub Date 6 Feb 69

Note—13p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 6, 1969).

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—\*Decision Making, \*Mathematical Applications, \*Measurement Techniques, \*Statistics

Since computational procedure, processing equipment, and techniques are inert, nonhuman phenomena, only the man can be held accountable for decisions. There are three major limitations to the use of quantitative techniques in decision making: (1) The techniques used must be applicable to the problem and must reflect the purpose and scope of the problem, (2) the extent to which quantitative techniques are maximally useful to a decision maker is directly proportional to the expertise of the people he must depend upon to develop them, and (3) the consequence of the problem must be defined within limits, thus limiting the applicability of the results. Since man is accountable for the final decision, judgments regarding the value of any decision, plan, or procedure cannot be easily built in to any quantitative system. Precaution should be taken, therefore, not to limit decisions solely to those dictated by quantification. (HW)

ED 028 508 EA 002 105

Minar, David W. And Others  
**The Developing Relationship between Elementary-Secondary and Higher Education in American States.**  
 Pub Date 8 Feb 69

Note—16p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 8, 1969).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Community Colleges, \*Conflict, \*Costs, \*Educational Coordination, \*Educational Demand, \*Elementary Schools, \*Financial Support, \*Governance, \*Higher Education, \*Junior Colleges, \*Political Influences, \*Post Secondary Education, \*Public Schools, \*Secondary Schools, \*Social Factors, \*Teacher Militancy, \*Vocational Education

A study of the political relationships between elementary-secondary and higher education in 12 large States reveals that while at present there is little conflict between the two levels, there is also little cooperation. Several social forces are causing increasing attention to be focused on the division between the two levels. Factors lying behind the growing conflict between the two levels include (1) a breakdown of the traditional forces of educational politics at the elementary-secondary level caused by disunity of teachers and administrators, and (2) the increasing cohesion and political power of higher education. Differing kinds of educational structures in the States are closely related to the operation of political forces between the levels. Financing education, especially the competition for State funds, is the most critical problem that will affect interlevel relations of the future. Another potential problem area is the control and orientation of education in the 13th and 14th grades along with control over vocational-technical education. In conclusion, the relationship between elementary-secondary and higher education verges on open conflict while policy makers seldom recognize the relationship as one worthy of attention. (HW)

ED 028 509 EA 002 106

Metfessel, Newton S. And Others  
**Instrumentation of Bloom's and Krathwohl's Taxonomies for the Writing of Educational Objectives.**  
 Pub Date Feb 69

Note—12p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 5-8, 1969).

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Affective Behavior, \*Behavioral Objectives, \*Cognitive Processes, \*Curriculum Development, \*Educational Objectives, \*Taxonomy

Identifiers—\*Taxonomy of Educational Objectives

A need exists for a more clear-cut description of how the taxonomy of educational objectives can be implemented in the school setting. In answer to that need, a way is shown to formulate specific behavioral objectives within the hierarchy of the major levels and sublevels of the taxonomies as set forth by Bloom (1956) and Krathwohl (1964). To facilitate the formulation of state-

ments of specific behavioral objectives within the framework of Bloom's taxonomy, two tables are constructed for classifying taxonomies in the cognitive and affective domains. Each table has three columns: (1) The taxonomic classification identified by code number and terminology, (2) appropriate infinitives which a teacher or curriculum worker might consult to achieve a precise or preferred wording of the behavior or activity desired, and (3) general terms relative to the subject matter properties. (HW)

ED 028 510 EA 002 107

Roaden, Arliss L.  
**The Assessment of School Performance in Big City School Systems.**  
 Pub Date Feb 69

Note—16p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 5-8, 1969).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Academic Achievement, \*Academic Performance, \*Achievement Tests, \*City Problems, \*Evaluation, \*Evaluation Methods, \*Methodology, \*Public Opinion, \*School Surveys, \*Urban Schools

Identifiers—Cincinnati, Columbus, Detroit, District of Columbia, Washington

Data and comment are presented on the methodologies of four recent studies which assessed school performance in cities experiencing unrest and conflict (Cincinnati, Columbus, Detroit, and Washington, D.C.). The topics of primary concern are (1) the school performance objectives that were assessed, (2) the methods and tools used by the investigators of the city systems in their assessment, (3) the conclusions reached about school performance and the recommendations offered for effecting improvements, and (4) specific recommendations made on how city school systems might develop capabilities for continuous self-assessment. The four school systems studied relied heavily on standardized tests to assess school performance. One of the major problems concerned the release of the test results to the public. It is concluded that, in spite of remediation programs, students from poor families are still likely to achieve poorly. (HW)

ED 028 511 EA 002 108

Roaden, Arliss L.  
**Citizen Participation in School Affairs in Two Southern Cities.**  
 Pub Date Feb 69

Note—23p.; Paper presented at the Annual Meeting of the Amer. Res. Assn. (Los Angeles, Calif., Feb. 5-8, 1969).

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*Citizen Participation, \*Policy Formation, \*Public Schools, \*Race Relations, \*School Community Cooperation, \*School Community Relationship, \*School Policy, \*Southern Community, \*Urban Areas

Identifiers—Alabama, Atlanta, Huntsville

The effectiveness of organizations for citizen participation in school affairs depends on their influence in effecting school policies and decisions, and on their stability for sustained influence. In Atlanta, neither citizen initiated (Southern Leadership Conference) nor school initiated (Committee of 100) system-wide mechanisms have been very effective according to these criteria. At the local school or neighborhood level, the two major citizen initiated (Vine City Foundation and Perry Homes Tenants Association) and the major school initiated (the "Principal as Politician") mechanisms have met uneven success. In Huntsville, Alabama, the major citizen mechanism (Association of Huntsville Area Companies, or AHAC) has been very effective because (1) it is run by responsible community leaders, (2) it has faced and dealt with fundamental issues and problems, and (3) it enjoys the confidence of the school system. The AHAC pattern can be installed in other cities. At the local level in Huntsville, citizen participation activities are generally restricted to the Educational Improvement Program (EIP) and Federally sponsored special programs. Administrators of these programs seem to be intent on going beyond minimal program specifications for eliciting citizen involvement. (HW)

ED 028 512 EA 002 109

Udson, Michael D.  
**Strengthening Citizen Participation: An Analysis of New York City Experiments.**



Pub Date 8 Feb 69

Note—14p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 8, 1969).

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—"Citizen Participation," "Decentralization, Interagency Cooperation," "Policy Formation, Public Schools, Race Relations," "School Community Relationship, Social Mobility," "Teacher Associations, Teacher Militancy"

Identifiers—New York City

Although New York City has received the bulk of publicity on the decentralization issue because of the bitter conflicts there, the issue exists in other large cities as well. Community members, especially in the ghettos, have become disenchanted with the bureaucratic organization and want to have a voice in policy decisions. Teachers, on the other hand, having acquired a great deal of power through the size of their organizations, feel that decentralization poses a threat to this newly acquired power. The result has been tragic and volatile confrontations between community groups and the teacher's union, especially in the Ocean Hill-Brownsville decentralization struggle. Events which have permeated the New York crisis could cause trouble for other cities if they are not recognized and corrected. Lessons of the crisis are that the civil rights movement and other developments have triggered an irreversible response in the ghettos; (2) since school systems are the prime means through which social mobility can be achieved, they will continue to receive much attention in the nation's urban struggle; (3) there was a lack of communication between the city board of education and the community's fledgling governing board; and (4) there were no attempts to hammer out compromises cooperatively. (HW)

ED 028 513

EA 002 110

Ammentorp, William

Prerequisites for Systems Analysts: Analytic and Management Demands of a New Approach to Educational Administration.

Upper Midwest Regional Educational Lab., Inc., St. Paul.

Pub Date Feb 69

Note—16p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 5-8, 1969).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Administrator Role, "Educational Administration," "Educational Research," "Educational Researchers, Linear Programming, Organization, Resource Allocations, Statistical Analysis," "Systems Analysis," "Systems Analysts"

There is much to be gained by using systems analysis in educational administration. Most administrators, presently relying on classical statistical techniques restricted to problems having few variables, should be trained to use more sophisticated tools such as systems analysis. The systems analyst, interested in the basic processes of a group or organization, attempts to use available resources to maximize goal attainment. Linear programming provides a valuable tool for the analyst by considering dynamic relationships among many variables. Systems management and systems design represent two different levels of activity, the former concerned with day-to-day operation and the latter with organizational patterns. Systems management requires two types of personnel—the system manager and the system researcher. The manager replaces administrative roles such as the superintendent and principal; the researcher is analogous to the business analyst. The key to the effective performance of these roles—and hence to the benefits of systems analysis—lies in the degree to which suitable training can be provided for role incumbents. (HW)

ED 028 514

EA 002 111

Hooker, Clifford P. Summerfield, Harry L.

Patterns of Professional Growth in High and Low Incentive School Districts.

Pub Date Feb 69

Note—21p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 4-8, 1969).

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Age Differences, Bachelors Degrees, Elementary Schools, Family Characteristics, "Graduate Study," "Incentive Systems," "Individual Characteristics, Marital Status, Masters Degrees," "Public School Teachers," "Salary Differentials, School Districts, Second-

dary Schools, Sex Differences, Statistical Analysis, Suburban Schools, Teacher Experience, Teaching Assignment

Salary schedules for 1962-63 to 1967-68 were obtained from school districts in 11 standard metropolitan statistical areas to test two hypotheses: (1) The amount of postgraduate education of elementary and secondary teachers is directly related to the salary policy of the employing district, and (2) selected personal and professional characteristics of teachers are directly related to the number of graduate credits. After the districts were stratified according to the median salaries offered at the fifth step for the Bachelor's degree and Master's degree, the two highest incentive and the two lowest incentive districts were selected for the study from each SMSA. Hypothesis one was rejected when no significant difference was found in the number of credits attained by individual teachers in high- and low-incentive districts. The characteristics tested for hypothesis two were sex, marital status, number of children, age, teaching level, and years of experience. Only sex was found to be significantly associated with differential attainment of graduate credits, with men earning on the average 20.24 more credits than women. This difference between male and female teachers may be explained by the males' dissatisfaction with teaching and their desire to move into administration, since promotion is based on achievement of graduate credits. (HW)

ED 028 515

EA 002 112

Brain, George B.

What's the Score on National Assessment?

Pub Date Feb 69

Note—12p.; Paper presented at the Annual Meeting of the Amer. Assn. of School Admin. (101st, Atlantic City, N.J., Feb. 15-19, 1969).

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—"Academic Achievement, Federal Government, Financial Support," "National Competency Tests," "Standardized Tests Identifiers—CAPE, Committee Assessing Education Progress

Due to the lack of any national assessment of educational achievement, the Committee on Assessing the Progress of Education (CAPE) was chartered as a nonprofit corporation to assess the quality and progress of American education, to determine the extent to which U.S. universities, colleges, and schools are meeting their responsibilities in their separate fields, and to promote public interest for improving educational quality. Nationwide achievement tests will be administered initially to 32,000 17-year-olds, or about one percent of the 17-year-old population. Subsequently, three other groups will be included—17-year-olds out of school, 26-35-year-olds, and 9-13-year-olds. The initial tests will be in the areas of writing, science, and citizenship. Standardized procedures will be used. The tests will be given simultaneously in four geographic areas (Northeast, Southeast, Central, West) and in four types of communities (large cities, middle sized cities, small cities, and rural areas). Two socioeconomic levels will be distinguished (above and below poverty) as well as both sexes. The project will be funded jointly by the Federal government and foundations. (HW)

ED 028 516

EA 002 113

Yeager, John L.

Rationale and Plan for Monitoring the Field Testing of an Instructional Innovation: Individually Prescribed Instruction.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date 8 Feb 69

Note—9p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 8, 1969).

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Diffusion, Elementary Schools, "Field Studies, Individualized Instruction, In-service Education," "Instructional Innovation," "Pilot Projects, Program Development," "Program Evaluation, Research Utilization Identifiers—Individually Prescribed Instruction, IPI

Instructional innovation should progress through three major stages before general implementation—development, field testing, and dissemination. During the 1965-66 school year, joint planning was undertaken by the staff of the Learning Research and Development Center

(LRDC) at the University of Pittsburgh and by Research for Better Schools (RBS), the regional educational laboratory, to design plans to field test and disseminate the instructional innovation titled Individually Prescribed Instruction (IPI), which had undergone 2 years of developmental work. IPI was first implemented as a pilot study in five elementary schools. This study involved in-service teacher training experiences in the original setting in which the innovation had been developed, a limited exchange of personnel between the experimental and pilot schools, and a close monitoring of the pilot schools by the RBS staff. The study was later expanded to include approximately 91 schools. Five organizations were utilized to implement the programs prior to the field testing—the schools, regional laboratories, a publishing house, RBS, and LRDC. The field testing program is considered an essential aspect in implementing innovations. (HW)

ED 028 517

24

EA 002 115

Johnson, Homer M. Marcum, R. Laverne

Organizational Climate and the Adoption of Educational Innovations.

Utah State Univ., Logan. Dept. of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-8119

Pub Date Feb 69

Contract—OEC-4-7-078119-2901

Note—9p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 5-8, 1969).

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Administrator Attitudes, Change Agents, "Educational Change," "Educational Innovation, Expenditures, Instructional Staff," "Organizational Climate, Principals," "Public Schools, School Size, Teacher Attitudes, Teacher Persistence

Identifiers—Organizational Climate Description Questionnaire

Fifteen of the most innovative schools and 15 of the least innovative schools in Oregon, Washington, Idaho, Nevada, and Utah, as identified by the Educational Innovation Checklist developed by Hinman, were examined to (1) determine whether there are significant differences between their organizational climates, (2) determine if differences exist between teachers' and administrators' perception of school climate for the two kinds of schools, and (3) determine if there are differences between each of four variables (expenditure, staff age, years in the school, and staff size) for the two groups. Results of the study show that (1) highly innovative schools have open climates while less innovative schools have closed climates, (2) both teachers and administrators see a closed climate in noninnovative schools while in innovative schools both see an open climate, and (3) highly innovative schools spend more per child, have a younger staff, have staff that remain a fewer number of years, and are larger schools. It is concluded that organizational climate of schools in terms of openness and closedness is an important condition for change. (HW)

ED 028 518

EA 002 116

Walberg, Herbert J.

A Model for Research on Instruction.

Pub Date Dec 68

Note—21p.; Preliminary draft (Dec. 1968) of paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 1969).

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—"Academic Aptitude," "Educational Environment, Educational Research," "Evaluation, Hypothesis Testing," "Instruction," "Learning Characteristics, Learning Theories, Models Identifiers—Harvard Project Physics

To test the hypothesis that learning depends on the influence and interaction of three primary variables—instruction, learner aptitude, and learning environment—an explanatory model was tested during the 1967-68 school year in an experiment conducted with the cooperation of a simple random sample of 56 teachers drawn from the National Science Teachers Association of 17,000 secondary physics teachers. A number of pre- and posttests were administered to all 56 classes, with the experimental group of teachers using the Harvard Physics Project materials and

the control group of teachers using their regular course materials. Findings of the study indicate the importance of recognizing not only instruction but also aptitude and learning environment as variables significantly affecting learning. (JK)

ED 028 519 EA 002 117

Falusi, Arnold J. Croft, John C.  
The Non-Behavior of Supervisors.  
Pub Date 7 Feb 69

Note—21p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 7, 1969).

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—\*Behavior, \*Behavior Patterns, \*Literature Reviews, \*Supervisors

From a review of empirical studies of supervisory behavior recorded over a 20-year period, a scheme was formulated for classifying supervision as a form of interpersonal behavior, according to five dimensions: Source, viewpoint, object, mode, and task. Tabulated summaries indicate literature sources utilized and increments of new items of information in each of 100 studies. Considerable redundancy was found among the studies and many findings, on second analysis, proved to be normative listings about amorphous role incumbents, rather than descriptions of actual behavior. (JK)

ED 028 520 EA 002 118

Clear, Delbert K.  
Authority of Position and Authority of Knowledge:  
Factors Influencing Teacher Decisions.  
Pub Date Feb 69

Note—11p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 1969).

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Bureaucracy, \*Department Directors (School), Hypothesis Testing, \*Power Structure, \*Principals, \*School Organization, Secondary Schools, \*Secondary School Teachers

To test the influence of principals, subject matter experts, and department chairmen upon teacher decisions, an experiment was conducted with secondary school social studies teachers, principals, and department chairmen as participants. While the results of the experiment were uniformly nonsignificant, respondents generally concurred that the principal has little influence over teacher decisions. Teacher respondents consistently indicated influence of their teacher colleagues as greater than that of their principals (authority of position) or department chairmen (authority of knowledge). (JK)

ED 028 521 EA 002 119

Stewart, Alan D.  
Measuring the Functional Structure of Complex Organizations.  
Pub Date Feb 69

Note—19p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 1969).

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Elementary School Students, \*Input Output Analysis, \*Interaction Process Analysis, \*Measurement Instruments, Operations Research, \*Organization, Public School Systems, \*Systems Approach

Identifiers—New York State

Viewing the school system as a set of subsystems with intersubsystem inputs and outputs, an organizational structure assessment instrument was designed to test the hypothesis that quantification of these inputs and outputs would make possible the determination of internal conditions of the school system which contribute to differences in school performance. Two general dimensions—content of interaction and structure of interaction—were defined from previous studies analyzing relationships among people, groups, and concepts. These two dimensions were further classified and integrated into a conceptual scheme of six basic and nine interaction dimensions. The instrument directed respondent's attention toward organizational rather than personal relationships. Respondents included administrators in 14 New York State public school systems. Output was computed as achievement levels of 3d and 6th grade pupils in October 1967. Findings were generally consistent with expectations, indicating utility of the instrument for both theoretical and operations research. A copy of the Organizational Structure Survey instrument is appended. (JK)

ED 028 522 EA 002 120

Wiley, Tom And Others  
State Politics of Education: Policy Formulation—  
Past Present and Future.  
Pub Date 6 Feb 69

Note—20p.; Formal Presentations at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 6, 1969).

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Critical Path Method, Decision Making, Educational Policy, Federal State Relationship, \*Governance, Political Issues, Power Structure, Program Budgeting, School Taxes, \*State Action, \*State Boards of Education, \*State Departments of Education, \*State Legislation, State Officials, Teacher Associations, Values

Identifiers—\*Planning Programming Budgeting System, PPBS

State actions related to the formulation of educational policy are treated from four distinct points of view. Tom Wiley, University of New Mexico, describes pressures upon the school system in New Mexico by the U.S. Office of Education, the State legislature, the governor's office, and teacher associations. Michael Manley, assistant to the Democratic floor leader of the California legislature, discusses specific legislation enacted by the California Assembly in areas of school finance (including support for special services, children's centers, and kindergartens), increasing local authority to develop local curricula, and a standardized statewide testing program. Joseph H. McGivney, Syracuse University, outlines and evaluates the main features of Planning-Programming-Budgeting Systems. Laurence Iannoccone, Harvard University, projects a basic shift in the governance of education, with authority through funding becoming less centralized in the Federal government and more actively expressed through political interest groups active at the State and local levels. (JK)

ED 028 523 EA 002 121

Cross, Ray Bennett, Vernon S.  
Problem Situations Encountered by School Principals in Different Socioeconomic Settings.  
Pub Date Feb 69

Note—19p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 4-8, 1969).

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—\*Administrative Problems, \*Administrator Responsibility, Community Characteristics, Community Relations, \*Elementary Schools, Human Relations, \*Principals, \*Socioeconomic Influences, Statistical Analysis, Tables (Data)

Identifiers—Chi Square Test, Darling Taxonomy of Administrative Problems

To determine the effect of variations in institutional dimensions on administrative behavior, this study identifies the differences between problem situations confronting elementary principals of schools located in lower socioeconomic communities and those confronting principals of schools in higher socioeconomic communities. The institutional variable is the socioeconomic composition of the communities in which the schools are located. Ten schools in a Midwestern urban school system were divided into five high socioeconomic and five low socioeconomic schools and the 10 principals were used as subjects for the study. Problems confronting the principals were identified by direct observation and categorized by means of the Darling taxonomy of administrative problems. Each subject was observed for 2 full days with 995 problem situations recorded for the "high" group and 1,051 recorded for the "low" group. Analysis using Chi square tests shows that there are significant differences between the distribution of principals' problems in the "low" and "high" schools with respect to (1) their functions, (2) types of problems they encounter, and (3) origin of their decisions. Different skills are required of principals in the two settings, with principals in the "low" setting encountering more human relations problems and having less time for creative thinking. (TT)

ED 028 524 EA 002 122

Moskow, Michael H. And Others  
The Economic Basis of Multilateral Bargaining in Public Education.  
Pub Date 8 Feb 69

Note—9p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 8, 1969).

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Citizen Participation, \*Collective Bargaining, \*Collective Negotiation, \*Educational Demand, \*Educational Economics, Educational Finance, Political Influences, \*Public Education

Collective bargaining in public education differs significantly from collective bargaining in private industry. Whereas bargaining tends to be bilateral between employers and employee organizations in the private sector, it tends to be multilateral (more than two groups involved) in education. Economic analysis gives an explanation for this difference. Two sources of demand occur for public education: User demand for direct personal benefits of education, and nonuser demand for social benefits of education. User demand tends to be more intensive and less sensitive to changes in cost than nonuser demand. These conflicting demands must be reconciled by a political process because shares of the cost of public education are not related to use of, or direct benefit derived from, the system. When collective bargaining occurs on salaries, the reconciliation of these demand interests is often reflected in multilateral bargaining. That this is so derives from the nature of a public good for which no reasonably priced alternative is available. With private goods, the consumer can switch his demand to other suppliers if the price is too high, but with education all taxpayers are required to pay, regardless of whether they benefit directly from the service. (TT)

ED 028 525 EA 002 123

Alkin, Marvin C.  
The Use of Quantitative Methods as an Aid to Decision Making in Educational Administration.  
California Univ., Los Angeles. Center for the Study of Evaluation of Instructional Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Pub Date Feb 69

Note—11p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 5-8, 1969).

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—\*Decision Making, \*Educational Administration, \*Linear Programming, \*Methods

Three quantitative methods are outlined, with suggestions for application to particular problem areas of educational administration: (1) The Leontief input-output analysis, incorporating a "transaction table" for displaying relationships between economic outputs and inputs, mainly applicable to budget analysis and planning; (2) linear programming, permitting the allocation of limited resources to satisfy competing demands and maximize total effectiveness; and (3) queuing or waiting line theory, relating facilities to services and needs within a prescribed period of time. (JK)

ED 028 526 EA 002 125

Colton, David L.  
State Power and Local Decision-Making in Education.  
Pub Date 8 Feb 69

Note—8p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 8, 1969).

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Decision Making, Demonstration Centers, \*Power Structure, \*School Districts, \*State Action, \*State Agencies, State Departments of Education, \*State School District Relationship, State Standards, Typology

Based upon a case study of over 20 demonstration centers created by the Illinois department of education during the period 1963-65, a conceptual scheme was developed for the analysis of State control in education. The case study defined 10 State policies, examined State implementation efforts, and identified instances of State action affecting local decisions. Devices utilized by the State to influence local decisions included guidelines, contracts, consultants, training programs, conferences, and reports. A survey of over 60 local personnel, the State staff, and State records indicated widespread compliance with State policy. Content analysis of interview responses confirmed that State control can be viewed in terms of the French-Raven influence model according to five types of power: Reward,



coercive, legitimate, referent, and expert. Seven conditions were identified as related to the use of State power resources in control relationships: (1) Developmental factors within the overall program, (2) the substantive character of the decision, (3) personality factors, (4) availability of power resources, (5) time and space constraints, (6) the suitability of various types of power to individual schools, and (7) feedback about the effects of previous applications of power. (JK)

ED 028 527 EA 002 127

Cunningham, Luvern L.  
Study Sponsorship and Overall Study Design.  
Pub Date 7 Feb 69

Note—13p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 7, 1969).

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Boards of Education, \*Field Studies, \*Research Design, Research Utilization, \*School Surveys, \*School Systems, \*Urban Schools

Identifiers—Cincinnati, Columbus, Detroit, Washington, District of Columbia

As illustrated by survey studies of four large school systems, studies of school systems may be sponsored (1) by outside groups interested in the schools, (2) by boards of education, or (3) jointly by agencies both within and outside the school system. A study of the Cincinnati school system was sponsored by a citizens' group. Studies in Columbus, Detroit, and Washington, D.C., were sponsored by their boards of education. Three of the studies—Cincinnati, Columbus, and Washington—were conducted by university based agencies. The Detroit study was conducted by a citizens' commission working with university staff assistance. School system attitudes toward study processes, teams, and outcomes appear to differ directly with the nature of study sponsorship and financing. Recommendations that issue from district financed inquiry and have the support of school officials are more generally accepted than recommendations produced by a study with external sponsorship. Field study particulars include (1) viewing the sponsoring organization as a client that influences the direction of the study, and (2) recognizing the need for detailed implementation strategies. (JK)

ED 028 528 EA 002 128

Fraenkel, Jack R.  
One Model for Curriculum Development.  
San Francisco State Coll., Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No.—BR-5-1314  
Pub Date Feb 69

Contract—OEC-6-10-182

Note—10p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 5-8, 1969).

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Course Content, Curriculum, \*Curriculum Development, Diffusion, Educational Objectives, Educational Practice, Inservice Education, \*Instructional Innovation, Learning Activities, \*Models, Research, Resource Materials, Student Evaluation, Teacher Role, Teaching Methods

Identifiers—Taba Curriculum Development Project

The Taba Curriculum Development Project at San Francisco State College developed a 1-8 social studies curriculum organized around teaching-learning units. In the process, a curriculum model evolved that organizes and interrelates five major components—objectives, content, learning activities, teaching strategies, and evaluative measures—so that a system of teaching and learning is represented. The model contains a number of innovative aspects. Several problems emerged as a result of the dual process of, on the one hand, basing the social studies curriculum on this model, and, on the other hand, the model evolving as the project staff developed the curriculum. Problems were also encountered in disseminating the model: (1) Getting teachers to understand the interactive relationships within the model, (2) keeping teachers flexible and innovative, (3) keeping resources up-to-date, (4) retraining teachers starting to use the Taba curriculum, (5) maintaining inservice training, (6) developing evaluation techniques to measure student attainment of the curriculum objectives, and (7) realizing that more research is necessary. (HW)

ED 028 529

Sroufe, Gerald E.

Recruitment Processes and the Composition of State Boards of Education.

Pub Date Feb 69

Note—24p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 6-8, 1969).

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Elections, Motivation, \*Recruitment, Rewards, \*Selection, \*State Boards of Education

The process of selecting State school board members has been of continuing concern for scholars of State educational administration. A widely accepted hypothesis asserts that the composition of State boards of education is a function of the selection process. Evidence collected in a national survey of State board members challenges this longstanding proposition by showing that board members, regardless of how they are selected (appointment or election), comprise a singularly homogenous population. To explain this result, the selection processes were examined in detail. In the appointment process it was found that governors usually have little direct contact with appointees and secure candidates through friends, professional interests, or political necessity. The election process was universally low keyed and low financed, with little campaign or attention to issues. Furthermore, the State board is rarely a steppingstone to higher office. The reason board members are so much alike is that no one expects the board to be very influential in making or implementing State educational policy. Therefore, only universalistic and undifferentiating standards of public service are applied in selecting board members. (TT)

ED 028 530

Trump, J. Lloyd Hunt, Jane

Report on a National Survey of Secondary School Principals on the Nature and Extent of Student Activism.

Pub Date Mar 69

Note—7p.; Paper presented to the National Assn. of Secondary School Principals (San Francisco, Calif., March 1-5, 1969).

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—\*Activism, Conduct, \*High Schools, Hygiene, Instructional Programs, \*Junior High Schools, \*National Surveys, Political Issues, \*Principals, Race Relations, Rural Schools, School Policy, Suburban Schools, Teaching Conditions, Urban Schools

Student activism is the subject of the hour. Three out of five principals surveyed report some form of active protest in their schools. Questionnaires sent to a random sample of 1,982 junior and senior high school principals throughout the U.S. show that 67% of city and suburban schools and 53% of rural schools are experiencing protests. Protest is almost as likely to occur in junior high as in high schools. The greatest percentage of complaints are against various school regulations, with dress and hair requirements heading the list. Only one-fourth of the schools, usually large- and medium-size senior high schools in suburban or big-city locations, have experienced activism in current political areas such as race relations, the peace movement, or the draft. The instructional program came up for criticism in 45% of the schools, about evenly distributed among junior and senior high schools in all parts of the nation. Teachers in 35% of all schools are actively protesting their working conditions and salary levels. Respondents from every type of community and kind of school felt that there was a growing need for new channels of communication among pupils, administrators, parents, and teachers. They believe that getting to know each other is the heart of the matter. (TT)

ED 028 531

Monahan, William G., Ed.

Research and Data Problems in Big-City Schools. A Symposium.

Iowa Univ., Iowa City. Iowa Center for Research in School Administration.

Pub Date 68

Note—43p.; Papers presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Chicago, Illinois, Feb. 1968).

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Data Collection, \*Educational Planning, Educational Policy, \*Educational Research, Organization, \*Research Problems,

EA 002 129

Research Utilization, School Districts, Sociocultural Patterns, Systems Analysis, \*Urban Schools

This collection of four symposium papers explores research and data problems in big-city schools. The papers are "Data Accessibility: Policies and Organizational Structures in Big-City Schools" by W.G. Monahan (ED 019 749), "Some Data Problems in Systems Research" by M.C. Alkin and W.L. Duff, Jr. (ED 021 324), "Towards Adequate Educational and Socio-Cultural Data for Continuous Educational Planning in Large School Districts" by D.J. Leu, and "Impact of Research Findings and Recommendations in Urban School Districts: A Case Analysis" by C.R. Steinhoff and R.G. Owens. Monahan describes difficulties occurring when researchers with their own goals intervene in a system which has defensive as well as information acquisition goals, and provides a theoretical framework for solving such problems. Alkin and Duff discuss problems they have encountered in systems research such as specifying output measures, data incompatibility, and missing data. Leu places the data problem in the context of planning and asserts that we do not prepare administrators for this key activity. Even when data become available, using them for planning remains central. Steinhoff and Owens provide a case study of a cooperative university and school system effort at data collection and utilization, identifying problems and proposing duties for the participants. (TT)

ED 028 532

Seaberg, John J., Jr. Liberty, Paul G., Jr.

Salient Areas of Conflict between Administration and Teachers in a Minimally Industrialized Area.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date 6 Feb 69

Note—20p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 6, 1969).

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—\*Administrative Personnel, Boards of Education, Collective Negotiation, \*Conflict, Conflict Resolution, \*Decision Making, Educational Facilities, Educational Finance, \*Policy Formation, Public School Teachers, Questionnaires, School Superintendents, Statistical Analysis, Tables (Data), \*Teacher Associations, Teacher Promotion, Teacher Selection, Teaching Conditions

Identifiers—AFT, American Federation of Teachers, National Education Association, NEA, \*New Mexico

A study sought to determine whether differences in opinion exist between school administration and teachers in six New Mexico school districts concerning (1) the degree of importance they attribute to certain areas of school policy formulation and decision making, (2) school policy areas which should involve teachers, and (3) methods teachers should employ to obtain their goals. Officers of NEA and AFT affiliates, along with school board members and higher echelon administrators, were given a three-part questionnaire. The responses were analyzed for significant differences by one-way analysis of variance. Results show salient differences in opinion between teachers and administrators regarding the importance of policies to determine teacher workloads, select instructional materials, evaluate buildings and facilities, determine extra duties for teachers, and plan staff meetings. Disagreement existed over whether teachers should be involved in determining qualifications for administrators, size of administrative staffs, promotion and retention of administrators, promotion and retention of instructional staff, and professional leave practices. Disagreement was also expressed over methods teachers should use to obtain their goals. Samples of the data collection instrument and statistical analyses tables are appended. (TT)

ED 028 533

Dapper, Gloria Murphy, Judith

Part-Time Teachers and How They Work: A Study of Five School Systems.

CATALYST, New York, N.Y. Catalyst in Education.

Spons Agency—New World Foundation, New York, N.Y.

Pub Date 15 Dec 68

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30



**Descriptors**—Administrator Attitudes, Guidelines, Parent Reaction, Partnership Teachers, \*Part Time Teachers, \*Public Schools, \*School Surveys, Suburban Schools, Teacher Certification, \*Teacher Characteristics, Teacher Experience, Teacher Recruitment, \*Teacher Role, Teacher Salaries, Teacher Shortage, Urban Schools  
**Identifiers**—Cedar Falls, Detroit, Framingham, Miami, Niskayuna

This report presents case studies of part-time teachers and how they work in Miami, Florida; Detroit, Michigan; Framingham, Massachusetts; Cedar Falls, Iowa; and Niskayuna, New York. The opening section reviews the highlights of a 1965 survey of part-time teachers in 700 school systems (ED 003 396) and summarizes important findings uncovered in the five communities studied using this background. The core of the report comprises the case histories of the five communities' experiences with part-time teachers. The study suggests that the country abounds with well educated women willing to teach part-time, that part-time teachers are as professional and earn their pay every bit as much as full-time teachers, that obstacles to the use of part-time teachers are institutional rather than performance related, and that part-time teachers are most successful when used in well planned ways to improve educational quality. Guidelines developed for introducing part-time teachers into a school system include making an inventory of instructional needs, centralizing recruitment of part-time teachers, giving thorough orientation to full- and part-time teachers concerning their use, not worrying unduly about evaluation, sharing information and experience with other schools, and facilitating communication among part-time teachers. (TT)

ED 028 534 24 EA 002 138

McCormick, Andrew J.

**Directory of Educational Data Processing Installations.**

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2875

Pub Date [67]

Contract—OEC-3-7-062875-3056

Note—108p.

EDRS Price MF-\$0.50 HC-\$5.50

**Descriptors**—\*Directories, \*Education, \*Electronic Data Processing, Equipment Utilization, \*Facilities, Facility Inventory, Geographic Location

**Identifiers**—Illinois, Kentucky, Missouri, Tennessee

This directory of educational data processing installations within the Central Midwestern Regional Educational Laboratory region was compiled from the results of a 1967 survey. Since only 452 of 1,069 survey questionnaires were returned, the directory does not contain a complete listing of all such installations in the area. Sixty-nine institutions in Illinois, Kentucky, Missouri, and Tennessee, indicating they possessed data processing equipment, make up the directory listings. The directory is divided into three sections. The first section shows the educational data processing installations by State and by county; the second shows organizations reported to have done data processing operations for educational institutions; and the third is a telephone directory for data processing installations by State and educational institution. Information listed in the directory for each installation includes address, telephone number, person in charge, data processing equipment on hand, major applications for which the equipment is suited, operations schedule, and availability to other organizations. (TT)

ED 028 535 EA 002 143

Silvernail, Harold E.

**The Administration of a School Construction Program.**

Pub Date Nov 68

Note—26p.; Paper presented at the Management Seminar (2nd) sponsored by the Assn. of Washington Industries & the St. Supt. of Pub. Instr. (Nov. 12-13, 1968).

EDRS Price MF-\$0.25 HC-\$1.40

**Descriptors**—Architects, \*Community Planning, \*Construction Programs, Enrollment Projections, Facility Guidelines, Financial Support, \*Master Plans, Physical Facilities, \*School Construction, \*School Planning, Site Selection

This document describes necessary steps in the administration of successful school construction programs. Heavy emphasis is placed upon planning, with school planning seen as a vital part of comprehensive community planning. Advice is given on preparing a school district master plan, and ways are shown for using these planning efforts to advantage in selecting and acquiring school sites. Suggestions are made concerning enrollment projections, educational specifications, setting up individual school planning committees, the desirability of setting up a special department in charge of plant facilities, employment of architects, building specifications, and financing school construction. Finally, several typical criticisms of school construction are discussed and rebutted. A recurring theme of the document concerns the need to use specialists in every phase of the school construction program, both for assuring that facilities meet community and educational needs and as a cost saving measure. (TT)

ED 028 536 EA 002 147

Kiser, Chester, Ed. Spengler, James R., Ed.

**Proceedings of the Workshop for School Business Officials: Theme, School Budgeting (State University of New York at Buffalo, February 2, 1968).**

New York State Association of School Business Officials, Inc., Western N.Y. Chapter.; Western New York School Study Council, Buffalo.

Pub Date 2 Feb 68

Note—81p.

EDRS Price MF-\$0.50 HC-\$4.15

**Descriptors**—\*Budgeting, \*Community Support, Conference Reports, Economic Factors, \*Legal Problems, \*Money Management, Public Relations, School Community Relationship, \*School Districts, School Taxes, Tables (Data)

Four papers from a workshop for school business officials focus attention on school budgeting. Legal problems uncovered in examining formal and oral audit reports of many school districts are discussed in a presentation on the legal pitfalls in budgeting. Secondly, efficient and effective money management procedures are discussed with specific examples showing how wise money management results in reduced taxes. Next, methods of presenting budgets to school boards and to the public receive attention, with advantages and disadvantages of various types of presentations considered. Finally, an economist comments on economic forces and trends that will affect school budgets in the immediate and longrange future. An appendix shows the attendance of the conference as well as results of critique questionnaires filled out by conference participants. (TT)

ED 028 537 EA 002 149

**IBM Applications and Techniques of Operations Research. A Selected Bibliography.**

International Business Machines Corp., White Plains, N.Y. Data Processing Div.

Report No—C20-1671-0

Pub Date 67

Note—36p.

Available from—IBM, Technical Publications Department, 112 East Post Road, White Plains, N.Y. 10601 (\$0.58).

Document Not Available from EDRS.

**Descriptors**—\*Bibliographies, Computers, Correlation, Critical Path Method, Cybernetics, Factor Analysis, Feedback, Graphs, \*Information Utilization, Linear Programming, \*Operations Research, Prediction, Probability, Programming, Scheduling, Simulation, \*Systems Analysis, \*Techniques

This bibliography on the tools and applications of operations research, management science, industrial engineering, and systems engineering lists many entries which appeared between 1961 and 1966 in 186 periodicals and trade journals. Twenty-six texts in operations research are also listed along with an indication as to which of 37 techniques or methods they cover. A computer and automatic text processor were used to compile and prepare the bibliography. The section on periodicals and trade journals runs alphabetically through three kinds of entries: Industry areas (aerospace, agriculture, etc.), functional areas (prediction, inventory, etc.), and techniques (Bayes formula, linear programs, etc.). Entries under a specific industry tend to mention a problem area and a technique involved while entries under a specific technique usually involve

industry functions or problems. Areas included in the bibliography that might be of particular interest to educators include computers, critical path (PERT), finance, operations research, education, and texts in operations research. (TT)

ED 028 538 EA 002 151

Brumbaugh, Robert B.

**A Test of a Conflict Theory of Organization.**

Pub Date 6 Feb 69

Note—7p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 6, 1969).

EDRS Price MF-\$0.25 HC-\$0.45

**Descriptors**—Administrative Personnel, \*Conflict, Hypothesis Testing, \*Interpersonal Relationship, \*Organization, Principals, \*Public Schools, School Personnel, \*Teacher Administrator Relationship, Teachers

**Identifiers**—FIRO-B, Fundamental Interpersonal Relationship Orientation, West Virginia

Of the three interpersonal needs measured by Schutz's FIRO-B Scale (expressed and wanted inclusion, control, and affection), it is hypothesized that (1) control will be the most salient need perceived in subordinates by immediate supervisors, and (2) the immediate superior of a given subordinate will be more likely to evidence a control orientation toward that subordinate than will a superior further removed hierarchically. To test the hypotheses, 29 elementary and secondary principals and 15 central office administrative and supervisory personnel of a West Virginia school district were asked to predict the FIRO-B response of one randomly selected teacher from each principal's building. Each teacher was also asked to predict the FIRO-B responses of his or her principal, each principal having been asked to respond personally to FIRO-B. The accuracy of each principal's prediction for his or her respective teacher was then compared with the accuracy of that teacher's prediction for the principal. Data were collected in interviews. The only significant results were that principals were more likely to be accurate than teachers on expressed control and wanted control. The hierarchical immediacy hypothesis was rejected. (HW)

ED 028 539 EA 002 158

**Development of an Operational Model for the Application of Planning-Programming-Budgeting Systems in Local School Districts. Program Budgeting Note 1, Introduction to Program Budgeting.**

Western New York School Study Council, Buffalo.

Pub Date Oct 68

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

**Descriptors**—\*Administration, Administrative Personnel, Budgeting, Cost Effectiveness, Federal Government, Fiscal Capacity, Objectives, \*Program Budgeting, \*Program Planning, Resource Allocations, School Districts

**Identifiers**—Department of Defense, \*Planning Programming Budgeting System, PPBS

Although the public is best served by governmental agencies which have integrated the major functions of planning, managing, and budgeting, it can be asserted that the planning function is paramount. A review of the evolution of public agency administration in the U.S. reveals that until recent years the planning function has been largely overshadowed by management control concerns. This lack of coordinated planning has resulted in a myriad of incremental agency budgets based on the short term, parochial interests of individual agencies. The introduction of a Planning-Programming-Budgeting System (PPBS) to the Defense Department in 1961 provided the impetus for the rapid ascendancy of the planning function in Federal program administration. Since PPBS requires public administrators to plan specific program objectives and to rationally select after systematic consideration of alternative means, those means most compatible with efficient achievement of interagency program goals, comprehensive longrange planning must supplement the traditional management and budgeting functions. Although the potential magnitude of PPBS as an administrative tool is yet unassessed, educational decision makers are expressing increased interest in the possible application of PPBS to school management. (JH)

**ED 028 540** EA 002 159  
Development of an Operational Model for the Application of Planning-Programming-Budgeting Systems in Local School Districts. Program Budgeting Note 2, Program Budgeting in the Federal Government.

Western New York School Study Council, Buffalo.  
Pub Date Feb 69  
Note—16p.

**EDRS Price MF-\$0.25 HC-\$0.90**

Descriptors—Cost Effectiveness, Decision Making, \*Federal Government, Input Output Analysis, Measurement Goals, \*Objectives, \*Program Budgeting, Program Evaluation, \*Program Planning, Public Officials, \*School Districts

Identifiers—Bureau of the Budget, Planning Programming Budgeting Systems, PPBS

Many educational administrators are skeptical of school district attempts to use the planning-programming-budgeting systems (PPBS) tool. This skepticism seems, in large part, to be the result of two factors: (1) A general lack of understanding of the concrete operational steps involved in the implementation of PPBS, and (2) a feeling that the qualitative nature of educational objectives would inhibit the utility of such a tool in educational administration. A review of the Federal Bureau of the Budget Guidelines concerning PPBS implementation in Federal agencies coupled with an analysis of PPBS staffing requirements should help the administrator understand the process of practical implementation. The generally positive evaluation of the contributions of PPBS made by administrators of such Federal agencies as the United States Information Agency, the Agency for International Development, the State Department, and the Peace Corps serve as evidence of the utility of PPBS in organizational units faced with the difficulties of measuring qualitative objectives. The experience of these agencies may encourage school districts to experiment with PPBS. (JH)

**ED 028 541** EA 002 160

Wiggins, Thomas W.  
Leader Behavior Characteristics and Organizational Climate.

Pub Date Feb 69

Note—7p. Paper based on unpublished, copyrighted Ph.D. dissertation & presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 5-8, 1969).

**EDRS Price MF-\$0.25 HC-\$0.45**

Descriptors—Behavior Patterns, \*Elementary Schools, Interpersonal Relationship, \*Leadership Styles, \*Organizational Climate, \*Principals, \*Teacher Administrator Relationship

Identifiers—FIRO-B, Fundamental Interpersonal Relationship Orientation, OCDO, Organizational Climate Description Questionnaire, ORI, Orientation Inventory, SIV, Survey on Interpersonal Values

To investigate the leader behavior characteristics of elementary school principals and to examine these characteristics as they relate to organizational climate, 35 randomly selected southern California schools with approximately 715 teachers and principals were studied. The data on organizational climate were collected by means of the Organizational Climate Description Questionnaire (OCDO) by Halpin and Croft, and on the leader behavior characteristics by means of the Fundamental Interpersonal Relationship Orientation-Behavior (FIRO-B) by Schutz, Orientation Inventory (ORI) by Buss, and the Survey on Interpersonal Values (SIV) by Gordon. When little support was found for the original hypothesis, that there exists a significant relationship between leader behavior characteristics of elementary principals and the organizational climates of their schools, the data were reanalyzed in search of plausible explanations. That the original analyses measured teacher perception of organizational climate as compared to principal perception of leader behavior characteristics constituted one plausible explanation. The findings clearly indicated the presence of a compelling organizational climate stability even when principals were replaced. (HW)

**ED 028 542** EA 002 227

Wiley, W. Deane Bishop, Lloyd K.  
The Basic Case for Variable Class Scheduling.

Pub Date 68

Note—27p.; Chapter 2 in THE FLEXIBLY SCHEDULED HIGH SCHOOL.

Available from—Parker Publishing Company, Inc., 1 Village Square, West Nyack, New York 10994 (Complete document 208 pages, \$7.95).

**EDRS Price MF-\$0.25 HC-\$1.45**

Descriptors—Curriculum Design, \*Educational Change, Educational Facilities, \*Flexible Scheduling, \*High Schools, \*Master Plans, Principals, \*School Organization, Secondary School Students, Secondary School Teachers, Time Blocks

Although the master schedule is the foundation of the secondary school, very few administrators have had any background in its construction. Scheduling is a complex task even for the traditional equal-time-for-each-subject scheduling. Scheduling should take into account the methodology and learning process of the school. The prime scheduling variables—time, teachers, students, facilities, and curriculum—each have peculiar sets of circumstances and limitations surrounding them and must fit into a complex but complete picture for a proper scheduling rationale to be developed. The allotment of instructional time should vary according to the individual subject. Teachers should be given more preparation time during the school day. Students should be given more responsibility for their own education, especially in the area of free time. Facilities should be more fully used by keeping classrooms in constant use and by providing teachers with individual offices. Curricula should be more diversified to accommodate all students rather than just college preparatory students. These possibilities are all present when a variable class schedule is employed. It is the principal's role to see that changes are made. (HW)

**ED 028 543** EA 002 228

Schaffer, Ronald, Comp.  
Report of the Educational Park Advisory Committee to the Metropolitan Education Subcommittee of the Joint Committee on Education.

Washington State Legislature, Olympia.

Pub Date Aug 68

Note—26p.

Available from—Metropolitan Education Subcommittee Office, 3913-D 15th Avenue N.E., Seattle, Washington 98105.

**EDRS Price MF-\$0.25 HC-\$1.40**

Descriptors—Comprehensive Programs, Decentralization, \*Defacto Segregation, Disadvantaged Environment, \*Disadvantaged Youth, Educational Opportunities, \*Educational Parks, Educational Quality, Inner City, Metropolitan Areas, Minority Group Children, Models, Negro Education, Racial Balance, \*Racial Integration, State Legislation, State School District Relationship, \*Urban Education

Identifiers—Seattle

An educational park, providing equal educational opportunities for students of both minority and majority groups, is proposed as a solution to the problems of race and socioeconomic deprivation in the Seattle metropolitan area. Positive features of the educational park include its provision for quality education through adaptation, innovation, attraction, and comprehensiveness and its contribution to the elimination of de facto segregation by virtue of its large size and internal decentralization. A model is described to illustrate the workability of the educational park concept in the Seattle metropolitan area. Four recommendations are made for State legislative action—relating State responsibility to local district responsibility in a metropolitan approach to educational planning—and a tentative legislative proposal in 14 sections is outlined to implement the advisory committee's recommendations. (JK)

**ED 028 544** EA 002 235

Effective Instruction: A Report on the Four-Quarter Plan of Organization.

Atlanta Public Schools, Ga.

Pub Date [68]

Note—34p.

**EDRS Price MF-\$0.25 HC-\$1.80**

Descriptors—\*Curriculum Development, Financial Problems, Graduation Requirements, \*Quarter System, School Calendars, \*School Organization, \*Secondary Schools, State Aid, \*Year Round Schools

Identifiers—Atlanta, Georgia

With the beginning of the 1968-69 school term, the Atlanta Public Schools implemented the four-quarter plan for reorganization of the secondary school curriculum. The year is divided into four quarters of approximately the same length. Pupils were compelled to attend the first three quarters

of the 1968-69 term. Fourth quarter attendance is optional. Pupils choosing to attend the fourth quarter may accelerate, add enrichment courses, or take remedial work. A pupil attending the fourth quarter may choose which three of the next four quarters he wishes to attend, or may attend all four quarters. The financing of the fourth quarter is yet to be solved but it is hoped that State aid will be received. Revision and restructuring of the curriculum is in a developmental stage which will eventually result in individualized instruction. A description of the new program and reports to parents and pupils concerning the four-quarter instructional program are contained in appendices. (HW)

**ED 028 545** EC 002 943

Vogeli, Bruce Ramon

Soviet Secondary Schools for the Mathematically Talented.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Spons Agency—Bowling Green State Univ., Ohio.; Kappa Delta Phi, West Lafayette, Ind.

Pub Date 68

Note—106p.

Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.50 HC Not Available from EDRS.**

Descriptors—Administration, Computer Oriented Programs, Course Content, Curriculum, \*Educational Programs, \*Exceptional Child Education, \*Gifted, \*Mathematics, Program Development, Program Evaluation, Scheduling, Secondary Grades, Special Schools, Talented Students, Teacher Education

Identifiers—Soviet Union

Efforts of Soviet educators to identify and develop mathematics talent through the establishment of secondary schools offering specialization in computer programming and mathematics are reported. The following programs are described: organization and results of the experimental class which began in September 1959 to offer a specialization in mathematics and computer programming; the goals, curriculum, and special features of current computer-programmer secondary schools; teacher education programs for computer programming; mathematics and physics boarding schools; and part-time study programs in mathematics. Results of the development of these special mathematics programs indicated are that they are worthwhile although their immediate contribution is negligible compared to their potential. Appendixes list syllabi used in the programs. (SP)

**ED 028 546** EC 002 956

Keaster, Charles W.

The Mentally Gifted Minor Program; Report of a Study Made by the Division of Special Schools and Services.

California State Dept. of Education, Sacramento. Div. of Special Schools and Services.

Pub Date 68

Note—38p.

**EDRS Price MF-\$0.25 HC-\$2.00**

Descriptors—Admission Criteria, Counseling Services, Educational Equipment, Educational Objectives, \*Exceptional Child Education, \*Gifted, Identification, Inservice Teacher Education, Instructional Materials, Professional Services, \*Program Costs, School District Spending, State Aid, \*State Programs, Student Costs, Student Transportation, Teacher Salaries, Testing, Textbooks

Identifiers—California

A description of programs for mentally gifted students covers types of programs, current status of the California program, and state apportionments for excess costs. Program characteristics listed are the objectives of three school districts, information program on program costs, school district participation, and district participation in a special study. Findings and recommendations are discussed in terms of school district Form J22MG reports, criteria for determining excess expense, expenses and subsidiary accounts, pupil identification, judgment and test scores as criteria for placement, identification cost reimbursements, individual counseling with pupils and parents, special consultant services, special instructional materials, equipment items, special instructional services, teacher salaries, operating costs, and considerations of current funding, in-



cidence in districts, and summer school programs. Six tables present data. (RP)

**ED 028 547** **EC 002 957**

*Rothney, John W.M. Sanborn, Marshall P.*  
**Promising Practices in the Education of Superior Students: A Demonstration Program.**  
Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 68

Note—226p.

**EDRS Price MF-\$1.00 HC-\$11.40**

Descriptors—Advanced Placement, Correspondence Courses, Counseling, \*Demonstration Projects, Early Admission, \*Educational Programs, Enrichment Programs, \*Exceptional Child Research, \*Gifted, Independent Study, Individualized Programs, Inservice Education, Records (Forms), Staff Role, Student Evaluation, Student Seminars, Summer Programs, Work Experience Programs, Workshops

A three-pronged demonstration project carried on over a 4-year period in the area of education of the gifted is reported. The first phase described involves selected students from 75 secondary schools who began in ninth grade to visit the university laboratory 1 day each year for evaluation, counseling, and the chance to attend classes; also described is the role of the laboratory staff who visited the schools, conferred with parents, and counseled students. An attempt to acquaint teachers, administrators, parents of gifted students, and lay citizens with procedures for discovering superior students and making special provisions for their education is the second phase which is considered in terms of its implementation through publications, 300 training sessions for secondary school faculties, 16 workshops for key school personnel, and special appearances at professional conferences. Results of the third phase are reported of a survey questionnaire sent to all Wisconsin secondary schools to determine the extent to which 18 specified types of superior student activities had been implemented which indicated that both individual and group programs were more often accomplished in larger schools than in smaller ones and that there was more willingness to try procedures involving adding to the regular program than deleting from it. (RJ)

**ED 028 548** **EC 002 962**

*Plowman, Paul D. Comp. Rice, Joseph P., Comp.*

**California Project Talent.**

California State Dept. of Education, Sacramento.

Pub Date 67

Note—149p.

**EDRS Price MF-\$0.75 HC-\$7.55**

Descriptors—Acceleration, Administration, Audiovisual Aids, Community Resources, Counseling Instructional Programs, Educational Innovation, \*Educational Needs, Educational Objectives, \*Exceptional Child Education, \*Gifted, Man Machine Systems, \*Program Descriptions, Program Evaluation, Special Classes, \*State Programs, Summer Programs, Talent Development, Technological Advancement

Identifiers—California, Project Talent

A compilation of presentations on programs for the gifted includes the following: increasing opportunities for education, notes on Project Talent, talent development and national goals, talent identification in California, problems and recommendations in the area of the talented, innovations in talent development, issues and problems in modern education, influencing educational change, the California state organization for programs for the gifted, the development of Project Talent, a summer school program for the gifted in elementary schools, a counseling instructional program for the gifted, and special classes for the gifted. Also discussed are technology and program development, utilization of community resources, Project Discovery, Project Prometheus, an accelerated primary program, student response systems, and the design of an automated counseling system. (RP)

**ED 028 549** **EC 002 969**

*Villars, Gerald, Ed.*

**Educating the Gifted in Minnesota Schools.**

Minnesota State Dept. of Education, St. Paul.

Div. of Instruction.

Pub Date Jun 67

Note—45p.

**EDRS Price MF-\$0.25 HC-\$2.35**

Descriptors—Ability Grouping, Acceleration, \*Educational Programs, Enrichment, Evaluation Techniques, \*Exceptional Child Education, \*Gifted, \*Identification, Individual Characteristics, Program Descriptions, Program Planning, Special Classes, \*State Programs, Student Evaluation, Teacher Role

Identifiers—Minnesota

In order to provide teachers, administrators, guidance counselors, and parents with those procedures necessary to set up programs for the gifted, the following topics are considered: definitions and descriptions of the gifted, an identification procedure consisting of five stages, and a list of 19 traits common to the gifted. A discussion of programs for the gifted begins with an overview of nine characteristics important for an effective program, aspects of curriculum development, provisions for evaluation, and four types of programs which include ability grouping, acceleration, enrichment, and special classes. Nine school programs in different areas of the country are described. Appendixes include forms for an annual report of the number of gifted in Minnesota schools and a report form on the types of programs each school has initiated; 89 references are cited. (DS)

**ED 028 550** **EC 003 404**

**Implementing Programs for Trainable Mentally Retarded Children.**

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 67

Note—86p.; Prepared by a committee attending a workshop (McCormick's Creek State Park, Indiana, June 26-30, 1967).

**EDRS Price MF-\$0.50 HC-\$4.40**

Descriptors—Behavior Change, Curriculum, Educational Legislation, Educational Programs, Effective Teaching, \*Exceptional Child Education, Facility Requirements, Federal Legislation, Language Development, \*Mentally Handicapped, Organizations (Groups), Perceptual Motor Coordination, Physical Education, \*Program Planning, Socialization, State Agencies, \*State Programs, Teacher Evaluation, Teaching Methods, Trainable Mentally Handicapped

Identifiers—Elementary and Secondary Education Act, ESEA, Indiana

Guidelines for the development of programs for trainable mentally retarded children are presented. Major task areas identified are the family group, communication skills, physical development, socialization, recreational interests and skills, and preparation for work oriented activity. Six papers are presented: precision teaching and behavior modification at the Johnny Appleseed School, by James T. Austin; establishment of conference purposes and aims, by Leslie Brinegar; the Elementary Secondary Education Act of 1965, by Corinne Walker and by Ben Rice; the quality of programs for the moderately retarded, by Keith Stearns; and physical education for the retarded, by Dr. Robert Yoho. Appendixes describe classroom facilities, sources of funding, and service agencies, as well as list sources of instructional materials, programs, and 49 annotated references. (RK)

**ED 028 551** **EC 003 435**

*Schmidt, Paul And Others*

**Work Adjustment Program for Disabled Persons with Emotional Problems. Final Report.**

Indianapolis Goodwill Industries, Ind.

Spons Agency—Department of Health, Education and Welfare, Washington, D.C. Office of Vocational Rehabilitation.

Report No—DP-RD-275

Pub Date 15 Aug 62

Note—108p.

**EDRS Price MF-\$0.50 HC-\$5.50**

Descriptors—Adjustment (to Environment), Administration, Behavior Rating Scales, Clinical Diagnosis, Demonstration Projects, Emotionally Disturbed, Epilepsy, Evaluation, \*Exceptional Child Research, Followup Studies, Job Placement, Mentally Handicapped, \*Multiply Handicapped, Personal Adjustment, Physically Handicapped, Sheltered Workshops, Supervisors, Vocational Adjustment, Vocational Counseling, \*Vocational Rehabilitation, Workshops

Identifiers—Goodwill Industries

A 4-year demonstration project at Indianapolis Goodwill Industries applied work adjustment knowledge, methods, and techniques to assist 200

clients, ages 17 to 58 years, mean IQ 90, who were severely disabled with handicaps including mental retardation, epilepsy, emotional disturbance, and/or physical handicaps. After a diagnostic evaluation clients were assigned to a job; supervisors, caseworkers, and psychologists provided support or criticism directed toward shaping work attitudes and helping the person see himself realistically. Evaluation techniques considered interpersonal relations, utilization of ability, work satisfaction, adjustment to work pressure, and self concept as a worker. Supervisors and other staff members also rated workers for employability and placeability; followup studies were done. Of the 159 clients who completed the program, 129 were placed on jobs. Conclusions were that techniques used in the project were practical and effective for the majority of clients and that clients tended to show better adjustment. Administrative problems, the role of supervisors, and implications for the future are discussed; six case histories, 29 tables of information about clients, and 11 forms and rating scales are included. (RK)

**ED 028 552** **EC 003 436**

*Dayan, Maurice*

**Validation of the Vocational Capacity Scale Utilizing Institutionalized Retardates. Final Report.**

Pinecrest State School, Pineville, La. Training and Research Dept.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date Apr 68

Note—140p.

**EDRS Price MF-\$0.75 HC-\$7.10**

Descriptors—Day Care Services, Educable Mentally Handicapped, Employment Potential, \*Exceptional Child Research, Factor Structure, Institutionalized (Persons), \*Mentally Handicapped, Predictive Ability (Testing), Predictive Validity, Rating Scales, Sheltered Workshops, Success Factors, Test Interpretation, Test Reliability, \*Tests, Test Validity, Trainable Mentally Handicapped, \*Vocational Rehabilitation, Young Adults

Identifiers—VCS, Vocational Capacity Scale

A 3-year study was conducted to validate the eight-factor Vocational Capacity Scale (VCS), designed for use with the retarded. Subjects were 366 institutionalized mental retardates, both educable and trainable, aged 15 to 30, who were administered the VCS twice, 1 year apart. Social workers and staff worked individually to promote the highest level of vocational functioning for each subject. At the end of 2 years, the subjects were assigned to one of three criterion groups: day care, sheltered employed, and competitively employed. Members of the sheltered employed group were assigned to one of five job levels; a job analysis was completed. Data indicated that the VCS maintained its levels of reliability and predictive ability; that it did differentiate between job levels in a sheltered setting; that the classification of job levels in a sheltered setting could be improved through job analysis. It was also found that the VCS measured four factors: non-intellectual routine work, general ability or intelligence, general health, and maturity of stick-to-it-iveness; and that the VCS normative data in a institutionalized setting was different from data in a community sheltered workshop setting. (LE)

**ED 028 553** **EC 003 456**

**Dental Health for the Handicapped.**

Alabama Univ., Birmingham. Dental Advisory Committee.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Mental Retardation Div.

Pub Date 67

Grant—MR-0102B67

Note—40p.

**EDRS Price MF-\$0.25 HC-\$2.10**

Descriptors—Attendants, Custodial Mentally Handicapped, Dental Health, Educable Mentally Handicapped, \*Exceptional Child Services, \*Health Education, \*Institutionalized (Persons), \*Mentally Handicapped, \*Self Care Skills, Teaching Methods, Trainable Mentally Handicapped

Guidelines to aid attendants to maintain good dental health among institutionalized mentally retarded persons are presented. Aspects considered include reasons for taking care of the mouth and means of adapting the oral hygiene program to each individual. Also described are oral hygiene programs now existing in group living settings and



methods of recognizing special mouth problems. Appendixes list sources for additional readings and materials, and present study questions with their answers. (LE)

ED 028 554 EC 003 457

Richman, Vivian

Mental Health Services Program, 1967 Report. ESEA (Elementary and Secondary Education Act) Title I Projects.

Pittsburgh Public Schools, Pa.

Pub Date 67

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—Adjustment (to Environment), Administration, Admission Criteria, Community Agencies (Public), Cooperative Planning, Educational Planning, \*Emotionally Disturbed, \*Exceptional Child Services, Family Environment, Identification, \*Inservice Education, Interdisciplinary Approach, \*Mental Health, Professional Education, Program Evaluation, Resource Teachers, Special Classes, Staff Role, Student Evaluation

Identifiers—ESEA Title I Project

The Mental Health Services Program (MHS) was established in 1965 to provide services to schools including identification of emotionally disturbed children, treatment, training school personnel in mental health principles, and serving as a resource for a variety of problems. Six adjustment classes in elementary schools and six resource rooms in secondary schools were developed and supported by consultation conferences aimed at psychoeducational diagnoses and including teachers, a psychiatrist, and social workers. Crisis consultations were utilized to handle emergency cases. In the 1966-67 school year, 65 of the 400 crisis consultations concerned suicide; seminars with interested school personnel served 115 teachers, supervisors, and principals; and 727 children, aged 6 to 19, were referred to the program, 75 of whom were admitted to the adjustment classes and 225 to the resource programs. Aggressive behavior was the most frequent cause of referral. No significant differences in achievement, report card grades, citizenship, absence, or tardiness were found; out of 1,392 ratings by teachers on student behavior, relationship with other children and relationship with authority showed the highest percentage of improvement (69%) while conformity to school rules and participation in class activities were next (64%). Conclusions were that the program was a promising beginning toward meeting the mental health needs of students. (RJ)

ED 028 555 EC 003 459

Special Education Diagnostic and Resource Center Project, 1967-68. ESEA Title III Evaluation Report.

Wichita Unified School District 259, Kans.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Report No.—P-66-1090

Pub Date Oct 68

Note—499p.

EDRS Price MF-\$2.00 HC-\$25.05

Descriptors—\*Ancillary Services, Aurally Handicapped, Case Studies (Education), Community Programs, Cooperative Programs, Emotionally Disturbed, \*Exceptional Child Research, Learning Disabilities, Mentally Handicapped, Negro Students, Physically Handicapped, Professional Personnel, Program Evaluation, \*Resource Centers, \*Special Classes, \*Student Evaluation, Testing, Underachievers

Identifiers—Elementary and Secondary Education Act Title III, ESEA Title III Project, Kansas, Wichita

The project provided for the 2nd year of operation of a special education diagnostic and resource center, special classes, and supportive services for handicapped children and youth between the ages of 3 and 21. Cooperation was obtained from existing community agencies, participating school districts, and local private practitioners. Center staff included coordinators, psychologists, social workers, a librarian for the visually handicapped, a peripatologist, and consultants in art, music, and physical education. The supplementary classroom program provided placement in the following categories: learning disabilities, hearing handicapped, severely orthopedically handicapped, trainable mentally handicapped, emotionally disturbed, and Negro

underachievers. Counseling services for parents, consultative services for supplementary or regular classrooms, resource materials and equipment, and materials and equipment for the visually handicapped and blind were also provided. Both test and non-test sources of data were used to evaluate the project; teacher ratings and consultant reports indicated that most of the pupils were improving in attitudes, skill areas, and group functioning. Of the 131 pupils served in supplementary classrooms, 28 were returned to regular class programs. Teaching methods are reported in case studies. (LE)

ED 028 556 EC 003 526

Simpson, Dorothy M.

Learning to Learn. The Slow Learner Series.

Pub Date 13 Dec 68

Note—86p.

Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$1.50).

Document Not Available from EDRS.

Descriptors—\*Dyslexia, Evaluation Techniques, \*Exceptional Child Education, Eye Movements, Instructional Materials, Lateral Dominance, \*Learning Disabilities, \*Perception, Perceptual Motor Coordination, Psychomotor Skills, Reading, Reading Readiness, Sensory Integration, \*Teaching Methods, Testing, Visual Discrimination, Visual Perception

The author gives an account of her early teaching experiences, her awareness that many children did not learn to read, her early investigations of readiness, and her conclusions that difficulty in numbers, copying, or tracing were closely related to reading disability. The importance of visual perception, eye motility, early child development, and physical activities to develop coordination and laterality are discussed. Instructional materials, evaluation methods, criteria for pupil selection and time allocation, teaching methods for group and individual instruction, and adaptation of pursuit training to other classroom activities are described for a program of visual motility. An experiment in perceptual training conducted with 24 first grade children made greater gains in reading is reported; also mentioned are the predictive validity of tests and an examination of 20 readiness workbooks. (RP)

ED 028 557 EC 003 527

Gray, P.G. Todd, Jean E.

Mobility and Reading Habits of the Blind; An Inquiry Made for the Ministry of Health, Covering the Registered Blind of England and Wales in 1965. Government Social Survey.

Ministry of Health, London (England).

Report No.—SS-386

Pub Date 68

Note—133p.

Available from—Her Majesty's Stationery Office, 49 High Holborn, London W.C.1.

Document Not Available from EDRS.

Descriptors—Age Differences, Blind, Braille, \*Exceptional Child Research, Mobility Aids, Partially Sighted, \*Reading, Reading Speed, Sex Differences, Statistical Data, Talking Books, Tests, Visually Handicapped, \*Visually Handicapped Mobility, Visually Handicapped Orientation

Identifiers—Great Britain

A random sample of registered blind people in England and Wales (5% of those aged 16 to 65 and 1.7% of those aged 65 to 79) was interviewed in 1965 regarding mobility, orientation, and reading. Data included age, age when blindness occurred, sex, residual sight for mobility, residual sight for reading, other disabilities, and ability to walk briskly when guided. Of those surveyed, 63% traveled independently during a 1-week period with more men than women and more partially sighted than totally blind traveling independently. Age at onset of blindness was important in learning to read braille: 88% of those blind from birth learned but 87% of those aged 60 to 64 at onset of blindness did not. Eighty-three percent of those reading embossed type and owning a talking book machine preferred the talking book. Braille and Moon readers were tested and the faster readers were found to have a higher proportion of women, earlier onset of blindness, and were taught braille in school. Data are presented on residual sight and type of mo-

bility aid used; 107 tables and a copy of the questionnaire are provided. (LE)

ED 028 558 EC 003 555

Arends, Richard Ford, Paul M.

Acceleration and Enrichment in the Junior High School; A Follow-up Study.

Washington State Office of Public Instruction, Olympia.

Report No.—RR-03-05

Pub Date Jul 64

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Academic Achievement, \*Acceleration, Average Students, \*Enrichment, \*Exceptional Child Research, \*Gifted, Junior High School Students, Mathematics, \*Program Evaluation, Reading, Sciences, Student Attitudes, Student Evaluation, Teacher Attitudes, Testing

To test the effectiveness of a program of acceleration and enrichment, five ninth grade classes of students (25 in each class, IQ's 120 or above) who had been in this program for 2 years were compared to two control (C) classes of academically talented students who had not had the program. All students were given a series of standardized achievement tests and were asked to complete a school attitude questionnaire. Two experimental (E) classes were significantly superior in all comparisons in mathematics, in two of three comparisons in reading, and in one of three comparisons in science ( $p=.05$ ). In school systems A and B the E-groups were significantly superior in only two of six comparisons with the C-groups. An analysis of the total performance of all the experimental classes revealed that they were significantly superior to the controls in only 10 of 21 cases ( $p=.05$ ). The performances of average E-groups from the same schools were significantly different from C's in only four of 30 comparisons. Responses from questionnaires did not indicate a significant difference in attitudes between the groups. Conclusions were that the acceleration and enrichment program did not hurt either academically talented or average students, that the special program could be improved, and that the program was more appealing to students and teachers than a more traditional approach. (RP)

ED 028 559 EC 003 610

Recommended Guidelines for PKU Programs.

Childrens Bureau (DHEW), Washington, D.C.

Pub Date 66

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Clinical Diagnosis, Dietetics, \*Exceptional Child Services, Family Role, Followup Studies, Identification, Infancy, Medical Evaluation, Medical Services, Medical Treatment, \*Mentally Handicapped, Nutrition, Psychological Services, \*Screening Tests, Social Services, \*Special Health Problems

A discussion of screening tests for phenylketonuria recommends and provides some data on two tests, lists five disadvantages of urine tests, and discusses three new tests. Also considered are the role of the central laboratory facility and seven suggestions for screening different types of infants at different times. Treatment or followup programs are mentioned with the focus on confirmatory tests and eight references to articles on procedures. Services included as beneficial to a comprehensive multidisciplinary program for longterm followup and care are pediatric, nutritional, nursing, social, psychological, and biochemical laboratory and consultation services. Other considerations discussed are the family of the PKU child, the clinical management of the patients, and the frequent monitoring of blood levels. (LE)

ED 028 560 EC 003 617

Wells, Leora Wood, Comp.

The Social Sciences and Mental Retardation: Family Components. Report of a Conference (Bethesda, Maryland, January 8-9, 1968).

National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date Jan 68

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Adjustment (to Environment), \*Exceptional Child Research, \*Family (Sociological Unit), Family Attitudes, Family Relationship, Family Role, Family Structure, Identifica-

tion, Institutionalized (Persons), \*Mentally Handicapped, Mental Retardation, Research Needs, Social Class, Social Sciences, Sociology

The proceedings, as reported by a science writer, consider family components of retardation. Stephen Richardson presents some study findings on family components in mental retardation; Bernard Farber surveys the family relationships of institutionalized and non-institutionalized retarded children; and Irving Tallman discusses family theory as it relates to retardation. General discussion is summarized as are the participants' remarks on sociological aspects of retardation research and specific research potential. Also listed are 56 questions for possible research, suggestions for future action, 31 references, and the conference participants' names, titles, and addresses. (LE)

ED 028 561 EC 003 621

Larsen, Lawrence A. Bricker, William A.

**A Manual for Parents and Teachers of Severely and Moderately Retarded Children. IMRID Papers and Reports, Volume V, Number 22.**

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Pub Date 68

Note—146p.

Available from—IMRID, Box 163, George Peabody College, Nashville, Tennessee 37203 (\$0.50).

EDRS Price MF-\$0.75 HC-\$7.40

**Descriptors—Aurally Handicapped, \*Behavior Change, Behavior Rating Scales, Custodial Mentally Handicapped, \*Exceptional Child Education, Instructional Materials, Learning, \*Mentally Handicapped, Negative Reinforcement, Operant Conditioning, Positive Reinforcement, Post Testing, Pretesting, Reinforcement, Rewards, Self Care Skills, Self Reward, Task Analysis, \*Teaching Methods, Trainable Mentally Handicapped, Verbal Operant Conditioning, Visually Handicapped**

Designed for both parents and teachers, the handbook presents methods for educating the moderately and severely retarded child. Those methods include measuring progress, rewarding and punishing, ways of using rewards and punishers, ways of giving positive reinforcers and punishers, withholding reinforcers (extinction), letting the child reward himself, spacing giving reinforcers, shaping behavior in small steps, using signals, and building control. Twenty-three activities are next presented, each with a task definition, pretest, and suggested education program. These activities include sitting quietly; building puzzles; coloring; playing with toys, balls, and wagons; toilet training; eating correctly; putting on a pullover shirt, pants, and socks; buttoning buttons; tying shoe laces; brushing teeth; washing; imitating movements, mouth movements, sounds, and words; understanding words and the names of colors; naming objects, actions, and colors; and talking in sentences. Appendixes include materials needed for the activities, suggested reinforcers, sample forms for pre- and posttest, glossary, and applications to blind and deaf children. (LE)

ED 028 562 EC 003 622

Wiggins, James E.

**Status Report of Title VI-A Special Education Projects in Colorado.**

Colorado State Dept. of Education, Denver, Div. of Special Education Services.

Pub Date Dec 68

Note—24p.

Available from—Colorado State Department of Education, Division of Special Education Services, State Office Building, 201 East Colfax Avenue, Denver, Colorado 80203.

EDRS Price MF-\$0.25 HC-\$1.30

**Descriptors—Aurally Handicapped, Emotionally Disturbed, \*Exceptional Child Education, Experimental Programs, Federal Aid, Identification, Inservice Teacher Education, Learning Disabilities, Legislation, Mentally Handicapped, Physically Handicapped, Preschool Programs, \*Program Descriptions, Special Classes, Speech Therapists, \*State Programs, Summer Programs, Teacher Aides, Visually Handicapped**

**Identifiers—Colorado, Elementary and Secondary Education Act Title VI, ESEA Title VI Program**

Amendments to Title IV of the Elementary and Secondary Education Act and financial expendi-

tures in Colorado are considered. Six programs on the following topics are described: development of an aide program for the speech correctionist; preschool programs for educationally handicapped students; stimulation of classes for the physically handicapped; summer experience programs for the emotionally disturbed; aural and visual identification programs; and an inservice program for the training of regular classroom teachers for the purposes of identifying educationally handicapped children. (LE)

ED 028 563 24 EC 003 681

Jordan, John E.

**Attitudes toward Education and Physically Disabled Persons in Eleven Nations.**

Michigan State Univ., East Lansing. Latin American Studies Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—CRP-5-8348-2-12-1; RR-1

Bureau No.—BR-5-8348-1

Pub Date 68

Contract—OEC-6-10-139

Note—332p.

Available from—Latin American Studies Center, Michigan State Univ., East Lansing, Michigan 48823 (HC \$10.00).

EDRS Price MF-\$1.25 HC Not Available from EDRS.

**Descriptors—Administrator Attitudes, \*Attitudes, Cultural Factors, \*Education, Educational Attitudes, \*Exceptional Child Research, \*Foreign Countries, Group Membership, Laborers, Managerial Occupations, \*Physically Handicapped, Professional Personnel, Rating Scales, Religious Factors, Sex Differences, Socioeconomic Influences, Special Education Teachers, Teacher Attitudes, Values**

The Attitudes Toward Disabled Persons Scale was used to measure the attitudes of special education and rehabilitation workers, elementary and secondary teachers, managers and executives, and laborers from 11 nations toward the physically disabled or handicapped and toward education. Hypotheses based on Kerlinger's theoretical model were investigated: traditionalism, or a conservative-traditional approach to educational issues emphasizing subject matter for its own sake, external discipline, and maintenance of the status quo; and progressivism, emphasizing the problem solving approach, internal discipline, liberal social beliefs, and education as an instrument for change. Attitudes were related to values, sex, contact with disabled persons, enjoyment of contact, change orientation, institutional satisfaction, religiosity, group membership, modernization, and multidimensionality. Results are summarized; 69 tables present data. (RP)

ED 028 564 EC 003 819

Mackie, Romaine P. And Others

**Special Education in the United States: Statistics 1948-1966.**

Pub Date 69

Note—90p.

Available from—Teachers College Press, Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027 (\$2.95).

Document Not Available from EDRS.

**Descriptors—Administrative Policy, Aurally Handicapped, \*Educational Programs, Emotionally Disturbed, Enrollment Rate, \*Exceptional Child Education, Gifted, \*Handicapped Children, Incidence, Mentally Handicapped, Physically Handicapped, Special Classes, Special Health Problems, Speech Handicapped, State Programs, \*Statistical Data, Teacher Supply and Demand, Visually Handicapped**

Based on public and residential schools, the report includes Office of Education statistics for 1963 and estimates for 1966. Results indicate the following: advances in enrollment, with about 1,666,000 children enrolled in 1963 and 2,100,000 in 1966, more than 90% of whom were in local public schools; a narrowing of the gap between children needing and receiving special education, with about 10 or 12%, or 6,000,000 of the school age population who would benefit from special education; a rapid development in nursery school and kindergarten programs, with about 33,000 children in such programs in public day schools in 1963; a continued rise in enrollment in special programs for youth age handicapped; an increase in public school system

programs, with more than one-half of the schools providing programs either by themselves or cooperatively; and an increase in teachers and speech and hearing specialists, with over 71,000 in 1963 and 82,000 in 1966. Additional information is provided concerning the above areas and trends; implications are considered. Specific data concern trends by the following areas of exceptionality: visually handicapped, hearing impaired, speech handicapped, crippled and health impaired, emotionally disturbed and socially maladjusted, mentally retarded, and gifted. Enrollment by states is also treated. Eleven tables present statistics. (JD)

ED 028 565 16 EC 003 840

Goforth, E. Jack

**Suggestions and Guidelines for Development of Television Facilities in Schools for the Deaf.**

Southern Regional Media Center for the Deaf, Knoxville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Captioned Films for the Deaf Branch; Tennessee Univ., Knoxville. Coll. of Education.

Pub Date Jan 68

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

**Descriptors—\*Audiovisual Instruction, \*Aurally Handicapped, Campuses, Classrooms, Closed Circuit Television, Deaf, Educational Facilities, Educational Specifications, Educational Television, Equipment, Estimated Costs, \*Exceptional Child Education, \*Instructional Technology, Instructional Television, Media Technology, Models, National Programs, Open Circuit Television, Personnel, Regional Programs, Systems Analysis**

The various combinations of television equipment suitable for use in deaf education are described in terms of the systems used. The classroom system would consist of two cameras, a videotape recorder, a special effects generator for captioning, and a monitor of sufficient size for classroom viewing. The campus system would have the same capabilities but would be of broadcast quality, requiring a full time manager. The regional system would necessitate establishment of a regional captioning center as an interim project, to be manned by professional staff which would create needed program packages and engage in research and design of software. The national system would provide for electronic captioning for open circuit television. For all the above systems, technical aspects are considered, and operating equipment costs are estimated. Staff requirements are specified for campus and regional systems, and equipment layouts are provided for all but the national system. (JD)

ED 028 566 EC 003 841

Behrmann, E.H., Ed. Moll, M. Ann Delores, Ed. **Directory of Catholic Special Facilities and Programs in the United States for Handicapped Children and Adults.**

National Catholic Educational Association, Washington, D.C.

Pub Date 65

Note—206p.

Available from—The National Catholic Educational Association, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$4.00).

Document Not Available from EDRS.

**Descriptors—Admission Criteria, Aurally Handicapped, \*Clinics, Day Schools, Directories, Emotionally Disturbed, Enrollment, \*Exceptional Child Services, \*Hospitals, Mentally Handicapped, Multiply Handicapped, Orthopedically Handicapped, \*Private Schools, \*Religious Agencies, Religious Education, Residential Schools, School Administration, School Personnel, Socially Maladjusted, State Programs, Teacher Education, Tuition, Visually Handicapped**

**Identifiers—Roman Catholic**

A statement of philosophical concepts and statistical data opens this guide to Catholic facilities for exceptional children in the United States. Special facilities and programs with an educational or training concept are listed, by state, for each of the following exceptionalities: the aurally handicapped, the emotionally and/or socially maladjusted, the mentally retarded, the orthopedically handicapped, the visually handicapped (both blind and partially sighted), and the multiply handicapped. Also listed, again by



state, are programs in part-time religious instruction, child guidance clinics or centers, hospitals offering specialized services, colleges and universities with teacher training programs in various areas of exceptionality (non-Catholic institutions are included), and orders admitting handicapped persons to the religious life. In addition, state training schools, hospitals, and institutions are listed which serve the aurally, emotionally, mentally, orthopedically, and visually handicapped. Every entry in the guide includes descriptive information. An appendix cites other agencies, publications, and services. (JD)

**ED 028 567** EC 003 842  
Kvaraceus, William C. Hayes, E. Nelson  
**If Your Child Is Handicapped.**

Pub Date 69  
Note—413p.  
Available from—Porter Sargent, Publisher, 11 Beacon Street, Boston, Massachusetts 02108 (\$7.95).

**Document Not Available from EDRS.**

Descriptors—Aurally Handicapped, Cerebral Palsy, Child Rearing, Diseases, Educational Programs, Emotional Adjustment, Emotionally Disturbed, Epilepsy, \*Exceptional Child Services, \*Family Problems, \*Handicapped Children, Medical Treatment, Mentally Handicapped, Orthopedically Handicapped, Parent Attitudes, Parent Reaction, Physically Handicapped, Special Health Problems, Visually Handicapped

Intended for parents of handicapped children and the specialists who work with them, this collection includes highly personal accounts of the experience of having a handicapped child. Included are 11 accounts by parents of the cerebral palsied and orthopedically handicapped, eight by parents of the mentally retarded, nine by parents of the deaf, six by parents of the emotionally disturbed, and seven by parents of children with special health problems. (JD)

**ED 028 568** EC 003 844  
Meeker, Mary Nacol  
**The Structure of Intellect, Its Interpretations and Uses.**

Pub Date 69  
Note—203p.  
Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216

**Document Not Available from EDRS.**

Descriptors—Cognitive Ability, \*Cognitive Processes, Convergent Thinking, \*Curriculum Planning, Divergent Thinking, Educational Planning, Evaluative Thinking, \*Exceptional Child Education, \*Identification, \*Learning Characteristics, Memory, Scoring, Student Evaluation, Teaching Methods, Testing, Test Interpretation, Tests, Thought Processes  
Identifiers—Guilford's Structure of Intellect

Using Guilford's model, the text reviews the structure of the intellect (SOI) and its operations, contents, and products. Those operations and components are further described, including the factors of cognition, memory, evaluation, convergent-production, and divergent-production. For each factor, the figural, symbolic, and semantic dimensions are defined; for cognition, the behavioral dimension is also treated. In addition, for each factor cell, the description is related to psychometric materials and curriculum practices are suggested for the training of that ability. The interpretation of the SOI is explained, with an information-processing model, a proposed schematic for prescriptions in educational psychology, and a mapping procedure for assigning test items to the SOI and illustrative items provided and the SOI and individual tests of intelligence and validation explained. Also explained is the use of templates for translating the results of the Stanford Binet LM, WISC, and WPPSI. Automated programing based on SOI profiles is discussed, with consideration given to common abilities in the Binet and WISC; SOI profiles for clinical types are described, with attention paid to individual profiles based on SOI analyses and steps towards curriculum planning. (JD)

**ED 028 569** EC 003 845  
Wells, Leora Wood

**Optimal Health Care for Mothers and Children: A National Priority. A Report of Five Conferences Held during 1967.**

National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date 67  
Note—97p.

**EDRS Price MF-\$0.50 HC-\$4.95**

Descriptors—Community Involvement, \*Consumer Education, Cooperative Programs, \*Exceptional Child Services, Family Life Education, \*Health, Interdisciplinary Approach, Itinerant Clinics, \*Manpower Development, Medical Treatment, Nonprofessional Personnel, Nurses, \*Personnel Needs, Physicians, Pregnancy, Professional Education, Professional Personnel, Professional Training, Program Planning, Social Workers, Training  
Components of and creative planning for optimal health care for mothers and children are considered as well as changing patterns of health care. Applying what is known about the consumer and educating the consumer are discussed; also discussed are the role of the consumer in planning health care services, communication between doctor and patient, and the consumer as a partner in the health care team. Aspects of the health manpower described are the dimensions of the problem, possible redistribution of manpower and services, and functions of members of the health care team, including medical and non-medical professionals, other personnel, and interdisciplinary collaboration. Problems of designing effective training are treated; medical and behavioral science training for physicians and nurses, training in health care for social workers, and training and licensing other members of the team are considered; and making training relevant is discussed in terms of relating it to current medical and behavioral research findings, the health care system, and the realities of practice. Guidelines for future action and a list of conference participants are provided. (JD)

**ED 028 570** EC 003 846  
Sunderlin, Sylvia, Ed. Wills, Brooke, Ed.  
**Nutrition and Intellectual Growth in Children.**

Association for Childhood Education International, Washington, D.C.  
Report No—Bull-25-A  
Pub Date 69

Note—65p.  
Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$1.25).

**Document Not Available from EDRS.**

Descriptors—Biochemistry, \*Child Development, Dietetics, \*Disadvantaged Youth, Diseases, Economic Disadvantage, Educational Needs, \*Exceptional Child Research, Federal Aid, Food, Foreign Countries, Government Role, Health, Incidence, Infants, \*Intellectual Development, Mentally Handicapped, Mental Retardation, Mothers, \*Nutrition, Poverty Programs

A consideration of nutrition and intellectual growth opens with a glossary of 12 terms and two reports on hunger in America, one by J.L. Frost and B.L. Payne, the other by the Citizens' Board of Inquiry into Hunger and Malnutrition. Included are articles on nutrition and intellectual development in children, by M. Winick; maternal diet, growth, and behavior, by M. Simonson and B.F. Chow; international nutrition and later learning, by M.C. Latham; and medical care of children in Poland, as told to H.T. Suchara. Also, D. Rosenfield and F.J. Stare discuss nutritional prospects for the future; M.L. Cronan describes the role of the school in providing for nutrition; and M.J. Brennan treats conservation, resources, and education. (JD)

**ED 028 571** EC 003 847  
Otto, Wayne, Ed. Koenko, Karl, Ed.  
**Remedial Teaching: Research and Comment.**

Pub Date 69  
Note—382p.  
Available from—Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107.

**Document Not Available from EDRS.**

Descriptors—Arithmetic, Case Records, Dyslexia, \*Exceptional Child Education, Handwriting, Learning Disabilities, Reading, \*Remedial Instruction, \*Research Reviews (Publications), Spelling, Student Evaluation, Teaching Methods, Tests, Underachievers, Written Language

Following suggestions by the editors on how to evaluate their selections are 49 articles on research and on programs and procedures in remedial and corrective education. Papers included treat the following topics: problems of underachievement, correlates of learning disability,

approaches to the diagnosis of learning problems, approaches to corrective and remedial teaching, the case report, reading, handwriting, arithmetic, spelling, and written expression. (JD)

**ED 028 572** EC 003 849  
**A Guide to Clinical Services in Speech Pathology and Audiology.**

American Speech and Hearing Association, Washington, D.C.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 68  
Note—112p.

Available from—Director, Public Information, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014

**EDRS Price MF-\$0.50 HC-\$5.70**

Descriptors—Audiologists, Auditory Evaluation, Auditory Tests, \*Aurally Handicapped, Chief Administrators, Clinical Diagnosis, \*Clinics, Community Programs, Counseling Services, \*Exceptional Child Services, Hearing Clinics, Hearing Therapy, Language Handicapped, Professional Personnel, Speech Clinics, Speech Evaluation, \*Speech Handicapped, Speech Therapists, Speech Therapy, State Programs

A listing of speech pathology and audiology services in the United States, the guide includes the names of 910 clinics and of 216 members of the American Speech and Hearing Association who are engaged in full time private practice. Arranged geographically, by state and city, the guide specifies the following for each clinic: official name, address, director, size and certification of staff, type of clinic, and services offered. The 28 clinics registered with the Professional Services Board (PSB) of the American Board of Examiners in Speech Pathology and Audiology are coded as well as listed separately. For each private practitioner, the entry states name, address, and certification status. Additional information is given concerning the PSB program and the Certificate of Clinical Competence. (JD)

**ED 028 573** EC 003 851  
Woodbridge, Ralph L.

**Motivation-Hygiene Orientation and School Achievement in Mentally Subnormal Children.**

George Peabody Coll. for Teachers, Nashville, Tenn.

Pub Date Jun 66  
Note—73p.

**EDRS Price MF-\$0.50 HC-\$3.75**

Descriptors—\*Academic Achievement, Arithmetic, Educable Mentally Handicapped, \*Exceptional Child Research, Goal Orientation, Intelligence Differences, Interest Scales, Measurement Instruments, \*Mentally Handicapped, \*Motivation, Predictive Measurement, Reading Achievement, Regular Class Placement, \*Slow Learners, Socioeconomic Status, Special Classes, Spelling

To determine whether children with below average intelligence who are motivation oriented (MO) are different in school achievement from those who are oriented toward hygiene (HO), 72 children (ages 12 to 17, IQ's 50 to 89) subjects were divided into four groups of 18 by intelligence and by orientation as determined by the Choice-Motivator Scale: educable mentally retarded (EMR)-MO, dull normal (DN)-MO, EMR-HO, and DN-HO. The Metropolitan Achievement Test was administered; occupational ratings of 53 fathers were used to measure socioeconomic status (SES). The HO group was significantly higher in SES (p .05), but no significant differences were found between MO and HO groups in intelligence or in regular or special class placement. MO subjects were significantly higher than HO subjects in spelling and average achievement (p .05). In comparisons between IQ levels of the same orientation, the significant differences were in favor of the EMR subjects; between subgroups of differing orientation, significant differences in achievement favored the MO subjects (p .05 for both). MO subjects in regular grades achieved higher than HO subjects; in special classes the EMR-MO subjects achieved higher than the DN-MO and DN-HO subjects (p .05), and EMR-HO subjects achieved higher than DN-MO subjects (p .05). (RJ)

**ED 028 574** EC 003 883  
**Facilities for the Educationally Handicapped.**



California State Dept. of Education, Sacramento, Bureau for Educationally Handicapped and Mentally Exceptional Children; California State Dept. of Education, Sacramento, Bureau of School Planning.  
Pub Date 16 Jun 67

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Administration, Administrative Organization, Behavior Problems, Classroom Arrangement, Classroom Design, Classrooms, Educational Facilities, Educational Objectives, Educational Specifications, \*Emotionally Disturbed, Enrollment Trends, \*Exceptional Child Education, Facility Guidelines, Facility Requirements, \*Learning Disabilities, Neurologically Handicapped, Program Planning, Special Classes, State Aid, State Legislation, \*State Programs, Student Enrollment, Student Teacher Ratio

Identifiers—California

A directive to field representatives of the California Bureau of School Planning outlines five steps in the procedure involving facilities for the educationally handicapped. Three types of classrooms are described and maximum enrollment is specified. Further information on both educational programs and facilities covers legal basis and definition, enrollments, program objectives, general and specific considerations, and area allowances. Six illustrations and two forms are provided. (JD)

ED 028 575 EC 003 884

Bair, Howard V. Leland, Henry

The Utilization and Design of Physical Facilities for the Rehabilitation of Mentally Retarded. Final Project Report.

Parsons State Hospital and Training Center, Kans.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date Jul 67

Grant—VRA-RD-1319-G-64

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—\*Architectural Programming, Audiovisual Aids, Building Design, Classrooms, Closed Circuit Television, Controlled Environment, \*Exceptional Child Research, Flexible Facilities, \*Institutional Facilities, \*Mentally Handicapped, Movable Partitions, Professional Education, Rehabilitation Programs, Space Utilization

To investigate the appropriate design and utilization of physical facilities being constructed as a rehabilitation center, a variety of centers was examined. Conclusions were that flexibility in construction of the physical plant, including non-permanent walls and fixtures was necessary; program planning should be included in architectural discussions to avoid later modifications; facilities should be designed with the concept of a teaching hospital in mind; equipment and materials for program development, especially technical aids and audiovisual facilities, should be acquired on an experimental basis; design must be based on changing community needs; and the service, research, professional training, and demonstration areas should overlap and flow into and out of each other. Consideration was given to the role of the staff and the kinds of areas they would need, classrooms for training programs, a television studio and control room, advanced planning for installation of audiovisual equipment, varied use of the same space, and facilities for behavior modification training. (Author/RP)

ED 028 576 EC 003 886

Lunin, Lois F., Ed.

Information Sources in Hearing, Speech, and Communication Disorders. Part I, Publications, Developmental Edition.

Information Center for Hearing, Speech, and Disorders of Human Communication, Baltimore, Md.

Pub Date 68

Note—311p.

EDRS Price MF-\$1.25 HC-\$15.65

Descriptors—Abstracts, \*Annotated Bibliographies, \*Aurally Handicapped, Bibliographies, Directories, \*Exceptional Child Services, Films, Glossaries, Guides, Indexes (Locators), Information Sources, \*Language Handicapped, Literature Reviews, Periodicals, Publications, Research Reviews (Publications), \*Speech Handicapped, Textbooks

This guide to recent sources of published information in hearing, speech, and communication disorders lists 759 references. The items are arranged in nine major sections and are annotated except when reasons of processing prevent. The section on reviews covers hearing, language, speech, and additional reviews; the section on special serials contains review journals, annual and irregular review series, status reports of laboratories, statistical survey series, translation serials, and publishers' series. Indexing and abstracting publications listed include indexes, abstracts, research in progress, and meetings; guides and directories cover members and individuals, societies and associations, centers and services, professional training, and funding. Additional sections contain core and cognate journals; hearing, language, speech, and cognate area bibliographies; English language, deaf language, and foreign language/English language dictionaries and glossaries; audiology, otolaryngology, and speech pathology handbooks; and films and other media lists. An appendix cites publications from meetings dealing with hearing, the vestibular system, and language and speech. (JD)

ED 028 577 24 EC 003 889

Beard, James H.

Dimensions of Creativity in Elementary School Children.

Oregon State System of Higher Education, Monmouth, Teaching Research Div.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-8091

Pub Date Jul 67

Contract—OEC-5-10-030

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Art Products, Cognitive Processes, Comparative Analysis, Composition (Literary), \*Creativity, \*Exceptional Child Research, \*Factor Analysis, \*Individual Characteristics, Manipulative Materials, Personality, Student Developed Materials

To identify the parameters of creativity exhibited in products of sixth grade children, 25 subjects (12 girls and 13 boys) were asked to produce written, art, and mechanical objects and to write a description of the product indicating its use. Ten judges graded the relative creativity of the objects by comparing their similarity to an object considered to be standard. The resulting development of a judgmental space for each class was factor analyzed to determine factors of the creativity of the products. Students were administered a battery of personality tests and tests of cognitive characteristics. All of the creativity factors identified contained both personality and cognitive correlates. Factors identified for written products were novelty, flexibility, and openness to expression; factors for definition of the creativity of artistic objects were inventiveness and novelty; and the creativity of manipulative objects was characterized by the factor of novelty. Indications were that individuals who produced creative stories had a set of characteristics distinct from those of persons who produced the more creative art objects which also were distinct from those who produced the more creative manipulative objects. (RJ)

ED 028 578 EC 003 895

Accomplishments, Administrative Structure, and Activities of the Sensory Aids Evaluation and Development Center. Annual Report.

Massachusetts Inst. of Tech., Cambridge. Sensory Aids Evaluation Development Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 67

Contract—SAV-1057-67

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Administrative Personnel, Audiovisual Aids, Blind, Braille, Conferences, Electronic Equipment, Equipment Evaluation, \*Exceptional Child Services, Information Systems, \*Program Descriptions, Research Reviews (Publications), \*Sensory Aids, Tape Recordings, \*Visually Handicapped, Visually Handicapped Orientation

Identifiers—SAEDC, Sensory Aids Evaluation and Development Center

The report lists the staff and states the activities of the Sensory Aids Evaluation and Development Center (SAEDC). Work accomplished is

reviewed, including work on the following: compiled speech output for the DOTSYS Information System; monotype reader; braille embosser; folding canes; pathfinder; Perkins braille; evaluation of braille; speeded hearing and experimental demonstration; the development of length concepts by blind children; and spectacles. The administrative structure of SAEDC is explained and national advisory and steering committee members are named. Activities detailed are conferences, the special summer session, publications and presentations, special conferences and activities, and consultation. Seven figures are provided of work completed at the Center. (JD)

ED 028 579 EC 003 900

Diagnostic and Clinical Services Center for Hearing Impaired Children. Interim Report.

Chicago Board of Education, Ill.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 31 Aug 68

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Admission Criteria, Aptitude, Auditory Evaluation, \*Aurally Handicapped, Clinical Diagnosis, \*Clinics, Communication Skills, Deaf, Emotional Adjustment, \*Exceptional Child Services, Hard of Hearing, \*Identification, Intelligence, Interpersonal Competence, Professional Personnel, Program Evaluation, \*Program Planning, Referral, Staff Role, Student Interests, Testing

Identifiers—Elementary and Secondary Education Act Title VI, ESEA Title VI Program

A description is provided of a summer project devoted to planning a high school for the hearing impaired, recruiting staff, preparing facilities, and commencing diagnostic and clinical services. Objectives are listed and the following problems are considered: selection of clientele to be served, contact with parents, and number of children seen; development of a model for diagnostic and clinical services dealing with sensory abilities, mental ability, personality and emotional adjustment, motor ability, ability to communicate, social factors, interest pattern, aptitudes and special abilities, and a diagrammed model; organization of personnel; and role descriptions of the project director, clinician, social worker, instructor of manual communication, clinical psychologist, educational psychologist, clinical audiologist, vision technician, and bus driver. Results of the project are discussed in terms of the type of appointment and diagnostic testing. A program evaluation suggests changes, followup activities, and potential effect. Photographs are included; an appendix contains a client evaluation form, a parent inventory, a summary and teacher questionnaire, and a letter to parents. (RJ)

ED 028 580 EC 003 902

Gallagher, James J.

Vocational Education, Special Education and Vocational Rehabilitation; A Marriage of Professionals Needed for Handicapped Children.

Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Pub Date 26 Feb 69

Note—20p.; Address made at the National Conference on Vocational Education for Handicapped Persons (Pittsburgh, Pennsylvania, February 26, 1969).

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Agency Role, Cooperative Programs, Educational Coordination, \*Exceptional Child Education, Federal Aid, Handicapped Children, \*Interdisciplinary Approach, \*Legislation, Prevocational Education, \*Rehabilitation Programs, School Services, Special Programs, \*Vocational Education, Vocational Rehabilitation

Identifiers—Bureau of Education for the Handicapped, Elementary and Secondary Education Act, Public Law 89 313, Vocational Education Act, Vocational Education Amendments Problems of vocational education programs are discussed beginning with legislation affecting the handicapped. Provisions considered are Titles I and III of the Elementary and Secondary Education Act (ESEA), the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968. The number of handicapped children served and the financial expenditures are mentioned. Vocational education in institutions is considered in connection with Public Law 89-313 and Title VI-A of ESEA, which provide federal

aid. Projects located at or sponsored by the following are described: the Lincoln State School; the Branden Training School; the Berkeley Unified School District; the New Hampshire State Department of Education; and the Board of Education, New York. The contributions of vocational education, vocational rehabilitation, and special education to training the handicapped and the coordination of programs are discussed. Also discussed are the work of the Bureau of Education for the Handicapped and its divisions of research, training programs, and educational services, major objectives in the field of vocational education, and the intent of Congress on coordination of efforts. (RJ)

ED 028 581

EC 003 903

Korn, Richard R., Ed.

Juvenile Delinquency. Selected Studies in Social Problems.

Pub Date 68

Note—257p.

Available from—Thomas Y. Crowell Company, 201 Park Avenue, South, New York, New York 10003 (\$2.95).

Document Not Available from EDRS.

Descriptors—Autobiographies, \*Behavior Problems, Case Records, Crime, \*Delinquency, Delinquency Causes, Delinquent Behavior, Disadvantaged Youth, Drug Abuse, Family Problems, Group Dynamics, Institutional Environment, Juvenile Gangs, Race Relations, Slum Environment, Socially Deviant Behavior

Excerpts from eight books present material on juvenile delinquency. Included are selections from the following: "Wayward Youth" by August Aichhorn, "The Gang" by Frederic M. Thrasher, "The Jack-Roller" by Clifford R. Shaw, "Street Corner Society" by William Foote Whyte, "Children Who Hate" by Fritz Redl and David Wineman, "The Addict in the Street" by Jeremy Lerner and Ralph Tefferteller, "Manchild in the Promised Land" by Claude Brown, and "Rivers of Blood, Years of Darkness" by Robert Conot. (RP)

ED 028 582

EC 003 904

Blessing, Kenneth R., Ed.

The Role of Resource Consultant in Special Education.

Council for Exceptional Children, Washington, D.C.

Pub Date 68

Note—131p.

Available from—The Council for Exceptional Children, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC \$3.50 paper; \$4.95 cloth).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—\*Administration, Administrator Responsibility, Aurally Handicapped, Emotionally Disturbed, \*Exceptional Child Education, Gifted, \*Handicapped Children, Learning Disabilities, Mentally Handicapped, Physically Handicapped, \*Resource Teachers, Speech Therapy, \*Supervisory Activities, Visually Handicapped

After an overview by Kenneth R. Blessing, eight positional papers consider the role of the resource consultant in various areas of special education and discuss the current and envisioned future consultant role. Lou Alonso and Charles E. Henley treat the area of the visually impaired; Hazel Bothwell, the hearing impaired; Peter Knoblock, the emotionally disturbed; Grace J. Warfield, the mentally handicapped; June Bigge, the physically handicapped; and Ruth A. Martinson, the gifted. Also discussed are the state consultant in speech correction and the consultant for children with learning disabilities. Profiles of the contributors are provided. (JD)

ED 028 583

EC 003 907

Karnes, Merle B.

Helping Young Children Develop Language Skills: A Book of Activities.

Council for Exceptional Children, Washington, D.C.

Pub Date 68

Note—144p.

Available from—The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC \$2.75).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Associative Learning, Auditory Perception, \*Communication Skills, Disadvantaged Youth, \*Exceptional Child Education, Instructional Materials, Language, Language Development, \*Learning Activities, Learning Disabilities, Listening Skills, Memory, Mentally Handicapped, Perceptual Motor Learning, Preschool Children, \*Psycholinguistics, Recall (Psychological), \*Teaching Methods, Verbal Ability, Visual Perception

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources. (RJ)

ED 028 584

EC 003 908

Haywood, H. Carl, Ed.

Brain Damage in School Age Children.

Council for Exceptional Children, Washington, D.C.

Pub Date 68

Note—276p.

Available from—The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC \$5.50 paper; \$6.50 cloth).

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—Aphasia, Case Records, Cerebral Dominance, Clinical Diagnosis, Epilepsy, \*Exceptional Child Education, \*Identification, Language Handicapped, Learning Disabilities, \*Minimally Brain Injured, Motor Development, Neurologically Handicapped, \*Neurology, Perceptually Handicapped, Physiology, Psychological Tests, Seizures, \*Teaching Methods, Testing

Identifiers—Doman Delacato Method

The product of a professional workshop, 10 papers discuss brain damage. An introduction to clinical neuropsychology is presented by H. Carl Haywood. A section on neurological foundations includes papers on the organization of the central nervous system by Jack T. Tapp and Lance L. Simpson, on epilepsy by Angela T. Folsom, and on organic language disorders in children by Kathryn Barth Horton. Aspects of psychological diagnosis considered are the use of psychological tests in diagnosis by Homer B. C. Reed, Jr., and screening children through the laboratory method by Luciano L'Abate. Approaches to treatment are included in a discussion of educators and minimal brain dysfunction by Lloyd M. Dunn, in a summary of the literature on behavior disorders in brain injured children by Gary M. Clark, and in a review of the theories and methods of Doman and Delacato by Charles W. McDonald. An annotated bibliography on anoxia by Harry Lewis is also included. (RJ)

ED 028 585

EC 003 909

Johnson, G. Orville, Ed. Blank, Harriett D., Ed.

Exceptional Children Research Review.

Council for Exceptional Children, Washington, D.C.

Pub Date 68

Note—343p.

Available from—The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC \$4.75 paper; \$6.75 cloth).

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors—\*Administration, Aurally Handicapped, Emotionally Disturbed, \*Exceptional Child Research, Gifted, \*Handicapped Children, Learning Disabilities, Mentally Handicapped, Minimally Brain Injured, Orthopedically Handicapped, Physically Handicapped, \*Research Reviews (Publications), Special Health Problems, Speech Handicapped, Visually Handicapped

Research reviews are presented for eight areas of exceptionality and for administration. Included are the following reports: 16 on the gifted compiled by Edward C. Frierson; 46 on the mentally retarded reviewed by Howard H. Spicker and Nettie R. Bartel; 20 on the visually impaired presented by William J. Tisdall; 44 on the hearing impaired discussed by William N. Craig; and nine on cerebral dysfunction described by William J. Meyer. Compilations are also presented: 21 articles on orthopedic disabilities and special health problems by Gary A. Best and Dewey G. Force, Jr.; 29 on speech, language, and communication disorders by James O. Smith and Thomas C. Lovitt; 41 on behavioral disorders by Paul S. Graubard and Martin B. Miller; and 18 on administration by James C. Chalfant and Robert A. Henderson. (RJ)

ED 028 586

EC 003 911

Careers in Special Education.

Council for Exceptional Children, Washington, D.C.

Pub Date Apr 68

Note—36p.

Available from—The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC \$0.25).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Agencies, Aurally Handicapped, \*Career Opportunities, Emotionally Disturbed, \*Exceptional Child Education, Financial Support, Gifted, \*Handicapped Children, Language Handicapped, Mentally Handicapped, Physically Handicapped, Speech Handicapped, Teacher Education, Visually Handicapped

Intended for juniors and seniors in high school, college students who have not made career decisions, and others, the booklet provides information on careers in special education. The kinds of children involved, ways in which they can be helped, professional preparation, job opportunities, and ways to find out more about the field are described for these areas: mental retardation, gifted, behavioral disorders, physical disabilities, visual handicaps, speech and language disorders, and hearing impairment. New frontiers in special education and the challenge of tomorrow are discussed; a directory of 30 nongovernmental and 15 governmental agencies with interests in exceptional children is provided; and preparation programs and financial aid are mentioned. (RJ)

ED 028 587

EC 003 960

Architectural Considerations for Classrooms for Exceptional Children.

Texas Education Agency, Austin.

Pub Date Jan 67

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Aurally Handicapped, Blind, \*Classroom Design, Deaf, Educable Mentally Handicapped, \*Educational Facilities, Educational Specifications, Emotionally Disturbed, \*Exceptional Child Education, Facility Requirements, \*Handicapped Children, Learning Disabilities, Mentally Handicapped, Minimally Brain Injured, Partially Sighted, Physically Handicapped, Speech Handicapped, Trainable Mentally Handicapped, Visually Handicapped

Identifiers—Texas

Definitions are provided of the following exceptionalities: blind, partially sighted, physically handicapped, minimally brain injured, deaf, educable mentally retarded (primary, junior, and senior high levels), trainable mentally retarded, speech handicapped, and emotionally disturbed. Architectural guidelines specify classroom location, size, acoustical treatment, heat and light, ventilation, electrical outlets, bulletin boards and chalkboards, floors, and drinking fountain, sink, and counter space. Additional specifications are given for certain exceptionalities. (JD)

ED 028 588

EF 001 134

Neilson, Donald W. Nixon, John E.

Swimming Pools for Schools.

Stanford Univ., Calif. School of Education.

Report No.—MONO-3

Pub Date 54

Note—51p.

Available from—Stanford University Press, Stanford, California

Document Not Available from EDRS.

Descriptors—Athletic Activities, \*Building Equipment, Construction Costs, \*Health Needs,



Locker Rooms, \*Physical Education, Recreational Facilities, Safety, Sanitation, \*School Design, Space Utilization, \*Swimming Pools

The increasing interest in swimming instruction and recreation for elementary and secondary school children has resulted in the development of this guide for swimming pool use, design, and construction. Introductory material discussed the need for swimming in the educational program and the organization of swimming programs in the school. Design specifications include—(1) pool location, (2) indoor-outdoor pools, (3) pool shape and dimensions, (4) pool details and equipment, (5) supporting equipment and facilities, and (6) caring for swimming pools. The discussion stresses comparison of alternative solutions, and health and safety considerations. Photographs and diagrams supplement test material. An extensive bibliography on swimming instruction and pools is included. (MM)

ED 028 589

EF 001 593

Crandall, Robert Hunter

**Cost Benefit Analysis in a University Setting: The Housing of Students.**

Pub Date Jun 68

Note—292p.; Dissertation submitted in partial satisfaction of the requirements for the degree of Doctor of Philosophy in Business Administration in the Graduate Division of the University of California, Berkeley.

Available from—University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 69-3586, MF \$3.70, Xerox \$13.05)

Document Not Available from EDRS.

Descriptors—Bibliographies, \*Campus Planning, \*College Housing, \*Cost Effectiveness, Dormitories, \*Economic Research, Educational Finance, Facility Expansion, \*Facility Requirements, Universities

A linear model, based on the theory of constrained choice, is constructed to aid in long range planning for student housing to indicate what the "best" arrangement of the total system of housing university students might be. It is emphasized that the model incorporates in its system all modes for housing students (including off-campus ones) and not just the residence halls. The objective function chosen for the linear program in the study was cost minimization. A comparative economic analysis of the cost of various modes of housing a student is presented as the basis for the parameter values adopted in the formal linear model. The application of the housing model to four different California university campuses demonstrated that the linear model can be adapted, with reasonable ease, to give a meaningful reflection of the major variables to be recognized in forming a housing policy. Books and articles concerned with student housing and economic theory are included in the bibliography. (FS)

ED 028 590

EF 002 097

Johnson, Marvin R. A.

**The School Architect. Selection, Duties, How to Work With Him.**

Educational Service Bureau, Inc., Arlington, Va. Pub Date 68

Note—63p.

Available from—Editorial Offices, Educational Service Bureau, Inc., 1835 K Street, N. W., Washington, D. C. 20006

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—\*Architects, \*Architectural Programming, \*Construction Programs, Contracts, Educational Specifications, \*School Architecture, School Design

Topic coverage defines the interaction and relationships between school officials and professionals in the fields of design and planning. Preliminary discussion involves school function and educational planning, while the topic of architect choice considers—(1) professional role, (2) basic factual data, (3) selection methods, and (4) contracts and external parties. Information needed by the designed is discussed in terms of—(1) educational specifications, (2) school planning guides, and (3) programs and restrictions. The role of the architect is lastly defined in terms of—(1) owner relationship, (2) basic services, (3) fees, (4) special services, and (5) the completed school. A standard agreement form is included. (MH)

ED 028 591

EF 002 192

**Building Automation Systems.**  
Honeywell, Minneapolis, Minn.

Pub Date Mar 67

Note—25p.

Available from—Honeywell, Minneapolis, Minnesota 55408

Document Not Available from EDRS.

Descriptors—Air Conditioning, \*Automation, \*Building Design, \*Building Equipment, \*Building Operation, Computers, Electrical Systems, Electronic Control, \*Electronic Data Processing, Fire Protection, Heating, Ventilation

A number of different automation systems for use in monitoring and controlling building equipment are described in this brochure. The system functions include—(1) collection of information, (2) processing and display of data at a central panel, and (3) taking corrective action by sounding alarms, making adjustments, or automatically starting and stopping equipment for building systems such as air conditioning control, equipment surveillance, security monitoring, and fire detection. The automation systems options, ranging in price and complexity, include both pneumatic and electrical linkages, use of photo slides to present control diagrams, data printers, and recorders, computer programming and memory, and building intercommunication systems. Descriptions, characteristics, advantages, costs and benefits are presented for each alternative. Examples of installed systems include schools and other building types. (MM)

ED 028 592

EF 002 221

Rasmussen, Margaret, Ed.

**Space, Arrangement, Beauty in School.**

Association for Childhood Education International, Washington, D.C.

Report No—BULL-102

Pub Date 58

Note—56p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 (\$1.00)

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—\*Classroom Environment, Classroom Furniture, Equipment, \*Furniture Arrangement, Furniture Design, \*Interior Space, Kindergarten, Nursery Schools, \*School Space, Space Dividers, Space Utilization, \*Spatial Relationship

The adverse conditions which make the teacher's role difficult and the steps taken in solving these situations are discussed. The means by which some teachers have surmounted their crowding and space problems may be helpful to others faced with similar difficulties. Ways to reduce crowding so that children can have the best possible environment for learning are presented. Over seventy photos, line drawings, and descriptions of ways to arrange rooms with centers of interest for science, art, dramatics, library and others are included. Space-savers which teachers have designed and found to be efficient are shown. Photographs show furniture arrangements which allow children freedom to move about and participate in a variety of interest centers. (RK)

ED 028 593

EF 002 571

**Literature Related to Planning, Design and Construction of Science Facilities.**

National Science Foundation, Washington, D.C.

Report No—NSF-67-10

Pub Date Jul 67

Note—47p.; Includes July 1968 Supplement

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (\$0.20). Note: This does not include supplement.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Auditoriums, \*Bibliographic Citations, Classroom Environment, Classroom Furniture, \*Construction (Process), \*Design Needs, Economics, Fire Protection, Heating, Laboratory Equipment, Laboratory Safety, \*Planning, \*Science Facilities, Space Utilization, Ventilation

A list of the articles and papers in the science facilities collection of the Architectural Services Staff is presented. It has been prepared to serve as a bibliography that may be useful to persons searching for data on the design of science facilities, and as a means of informing such persons of the material available for reference in the offices of the National Science Foundation in Washington, D. C. In addition to the references included in this publication, the collection contains many manufacturers' product catalogs covering the

laboratory equipment, furnishings and construction components used in science facilities. Articles and papers are listed for the following topical areas—(1) physical plant planning, (2) physical plant cost and management, (3) space utilization and measurement, (4) general design and construction of science facilities, (5) environmental conditions for learning, (6) science building type studies, and (7) special facilities and equipment. (RK)

ED 028 594

EF 002 585

Landrum, M. And Others

**Trends in School Building.**

Pub Date Oct 64

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Architects, Building Innovation, \*Codification, Educational Innovation, \*Educational Planning, \*Flexible Facilities, \*Innovation, \*School Buildings

Three speeches presented at the 41st annual meeting of the National Council on Schoolhouse Construction, October 1964, are concerned with innovations in education, educational philosophy for an age of innovation, and the relationship between building codes and trends in school buildings. (FPO)

ED 028 595

EF 002 586

Chase, William W. And Others

**The Role and Training of the School Plant Specialist.**

Pub Date Oct 64

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Educational Planning, National Surveys, Occupational Surveys, \*Professional Education, Professional Occupations, \*Professional Training, Questionnaires, \*Research, \*School Buildings, \*Surveys

Five speeches presented at the 41st annual meeting of the National Council on Schoolhouse Construction, October 1964. Of particular interest are the results of a survey of 390 graduate schools, colleges or departments of education seeking information on the courses offered and scope of training given school plant planning specialists. (FPO)

ED 028 596

EF 002 588

Nelson, Charles R. And Others

**Evaluation of Elementary School Plant.**

Pub Date Oct 64

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Building Design, Cooperative Planning, Educational Planning, \*Elementary Schools, \*Evaluation, \*Evaluation Criteria, \*Facility Guidelines, \*School Buildings

Four speeches presented at the 41st annual meeting of the National Council on Schoolhouse Construction, October 1964. The central organizing concept of the speeches is a comparative evaluation of two elementary schools, visited by the participants, which represent varied approaches to building design and educational planning. (FPO)

ED 028 597

EF 002 596

**A Guide for Equipping Industrial Arts Facilities.**

American Industrial Arts Association, Washington, D.C. Equipment Guide Committee.

Pub Date May 67

Note—210p.

Available from—The American Industrial Arts Association, 1201 16th Street, N. W., Washington, D. C. 20036 (\$4.75)

EDRS Price MF-\$1.00 HC-\$10.60

Descriptors—Auto Mechanics, Ceramics, Drafting, Electronics, Equipment Evaluation, Equipment Standards, Graphic Arts, Hand Tools, \*Industrial Arts, Plastics, \*School Planning, \*School Shops, \*Specifications, Woodworking

A guide for planning new and revising existing industrial arts facilities which gives a listing of tools and equipment recommended for each of the major areas of instruction (automotive and power mechanics, ceramics, drafting, electronics, elementary, general shop, graphic arts, metalworking, plastics, and woodworking). General descriptions and specifications for tools and equipment are included in an alphabetically arranged master list. (FS)



**ED 028 598** EF 002 597  
**Finishes for Metals. Paintability of Galvanized Steel, Corrosion Resistance of Metallized Coatings.**

Building Research Inst., Inc., Washington, D.C.  
 Report No.—BRI-PUB-1005  
 Pub Date 62

Note—54p.; Report of a program held as part of the BRI 1962 Fall Conferences.

Available from—Executive Vice-President, Building Research Institute, 1725 De Sales Street, N. W., Washington, D. C. (\$6.00)

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—\*Environmental Influences, \*Finishing, \*Painting, Research Projects, \*Steel Industry, \*Testing

Two papers are presented. The first, "Report of the AISI Research Project on the Paintability of Galvanized Steel," was a project aimed at determining optimum procedures for painting bright-spangled galvanized sheet steel products using three classes of trade sales paints—metallic zinc-dust, portland cement-in-oil, and water base emulsion paints. Both treated and untreated galvanized steel were tested. Test panels were exposed to three types of atmospheric environments, and results are given. The second paper, "Corrosion Resistance of Metallized Coatings," considers corrosion protection of aluminum and zinc coatings applied to low-carbon steel. Panels coated with these metals were exposed to urban, industrial, and marine environments over a nine year period. Thicknesses of coating, effect of methods of steel preparation and effect of seal coats were studied. (RH)

**ED 028 599** EF 002 601

**Adhesives in Building—Lamination of Structural Timber Beams, Bonding of Cementitious Materials, Bonding of Gypsum Drywall Construction. Proceedings of a Conference of the Building Research Institute, Division of Engineering and Industrial Research (Spring 1960).**

National Academy of Sciences, National Research Council, Washington, D.C.  
 Report No.—NAS-NRC-230  
 Pub Date 60

Note—116p.

Available from—Building Research Institute, Division of Engineering and Industrial Research, National Academy of Sciences, National Research Council, 2101 Constitution Ave., N. W., Washington, D. C. (\$5.00)

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—\*Adhesives, Building Design, \*Building Materials, \*Construction (Process), \*Construction Industry, Finishing, Prefabrication, Specifications

The role of adhesives in building design is discussed. Three major areas are as follows—(1) lamination of structural timber beams, (2) bonding of cementitious materials, and (3) bonding of gypsum drywall construction. Topical coverage includes—(1) structural lamination today, (2) adhesives in use today, (3) new adhesives needed, (4) production testing problems, (5) selection, use, and performance data for bonding agents, (6) bonding materials for interior finishes, (7) bonding of structural materials, (8) current practices in bonding gypsum drywall, (9) attachment of gypsum drywall boards to studs, (10) lamination of drywall gypsum, and (11) joint finishing and nail setting. (RH)

**ED 028 600** EF 002 613

**A Study of Physical Facilities at Arkansas Colleges and Universities. Existing Facilities - 1967; Projected Facility Needs - 1975 and 1980.**

Arkansas State Commission on Coordination of Higher Educational Finance, Little Rock.

Report No.—R-1

Pub Date Aug 68

Note—106p.

EDRS Price MF-\$0.50 HC-\$5.40

Descriptors—\*Campus Planning, College Planning, Enrollment Projections, Enrollment Trends, \*Facility Expansion, Facility Inventory, \*Facility Requirements, \*Facility Utilization Research, Higher Education, \*Space Utilization  
 A survey of existing facilities and a projection of academic facility needs for state-supported and private institutions of higher education in Arkansas. Data are presented concerning physical facilities available, the condition of these facilities, and their present utilization. In addition to the utilization study, the report contains a projection of

space needs for the various units of an institution, based on projected student enrollments. (FS)

**ED 028 601** EF 002 615

**Requirements for Weatherproofing Thin Shell Concrete Roofs. Proceedings of the Conference of Building Research Institute, Division of Engineering and Industrial Research (Spring 1961).**

National Academy of Sciences, National Research Council, Washington, D.C.

Report No.—MAS-NRC-972

Pub Date 61

Note—57p.

Available from—Building Research Institute, Division of Engineering and Industrial Research, National Academy of Sciences, National Research Council, 2101 Constitution Ave., Washington, D. C. (\$5.00)

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—\*Building Materials, Buildings, Cement Industry, \*Construction (Process), Construction Industry, \*Prestressed Concrete, \*Roofing, \*Structural Building Systems

Topics discussed include—(1) requirements for weatherproofing and sealant materials for thin shell concrete roof, (2) effect of physical factors on weatherproofing of thin shell concrete roofs, (3) problems and limitations imposed by thin shell concrete roofs and their effect on weatherproofing and sealant materials, and (4) properties and uses of available weatherproofing and sealant materials. Also includes an open forum discussion and a report of discussion from a workshop held during the conference. (RH)

**ED 028 602** EF 002 627

**New Joint Sealants. Criteria, Design and Materials.**

Building Research Inst., Inc., Washington, D.C.

Report No.—BRI-PUB-1006

Pub Date 62

Note—252p.; Report of a program held as part of the BRI Spring Conference, 1962

Available from—Executive Vice-President, Building Research Institute, 1725 De Sales Street, N. W., Washington, D. C. (\$12.00)

EDRS Price MF-\$1.00 HC-\$12.70

Descriptors—\*Adhesives, Architectural Elements, \*Building Materials, Construction (Process), Criteria, Design, Glass, \*Glossaries, \*Sealers, \*Specifications

Contents include—(1) sealing concrete joints, (2) sealing glass and metal joints, (3) metal and glass joint sealants from a fabricator's viewpoint, (4) a theory of adhesion for joint sealants, (5) geometry of simple joint seals under strain, (6) joint sealant specifications from a manufacturer's viewpoint, (7) joint sealant requirements from an applicator's viewpoint, (8) causes of joint sealant failures, (9) polysulfide joint sealants, (10) silicone joint sealants, (11) polyethylene sealing compounds, (12) polyurethane joint sealants, (13) butyl sealing compounds, and (14) epoxy joint sealants. A review of specifications for sealants, and a glossary of terms for adhesives, coatings, and sealants are also included. (RH)

**ED 028 603** EF 002 629

**Public Entrance Doors. Proceedings of a Conference of the Building Research Institute, Division of Engineering and Industrial Research (Spring 1961).**

National Academy of Sciences, National Research Council, Washington, D.C.

Report No.—NAS-NRC-948

Pub Date 61

Note—101p.

Available from—Building Research Institute, Division of Engineering and Industrial Research, National Academy of Sciences, National Research Council, 2101 Constitution Ave., N. W., Washington, D. C. (\$6.00)

EDRS Price MF-\$0.50 HC-\$5.15

Descriptors—\*Architectural Elements, Building Design, Building Materials, \*Design Needs, \*Doors, Economic Factors, \*Facility Requirements, Finishing, Maintenance, Public Facilities, \*Research Criteria

Several areas are discussed including—(1) architectural criteria, (2) installation and operation of public entrance doors, (3) weather protection, (4) materials and maintenance factors, (5) coordinating hardware for entrance doors, and (6) open forum discussion. Six factors are cited as being critical in the design of public doorways—(1) the need for a complete study of

the entrance doorway in order to minimize physical problems, (2) consideration of the building's function and the usage of the specific doorway in the design and selection of materials, (3) the need to provide security against unauthorized entry, (4) durability of the entire assembly, (5) operation of the doorway should be obvious, simple and free from potential accidental hazards, and (6) the budget assigned must be adequate to provide satisfactory design and installation of quality entrances in public facilities. (RH)

**ED 028 604** EF 002 632

**Prefinishing of Exterior Building Components. Proceedings of a Conference of the Building Research Institute, Division of Engineering and Industrial Research (Fall 1961).**

National Academy of Sciences, National Research Council, Washington, D.C.

Report No.—NAS-NRC-993

Pub Date 62

Note—97p.

Available from—Building Research Institute, Division of Engineering and Industrial Research, National Academy of Sciences, National Research Council, 2101 Constitution Ave., N. W., Washington, D. C. (\$6.00)

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—\*Architectural Elements, \*Building Design, \*Building Materials, \*Component Building Systems, Construction Industry, Economic Factors, \*Finishing, Prefabrication

Current trends in architectural design and construction are described which may affect the prefinishing of exterior building components. Contents include—(1) prefinishing of ferrous metals, (2) prefinishing of nonferrous metals, (3) prefinishing of wood and composition board, (4) prefinishing of masonry concrete block, (5) prefinishing of cementitious materials, (6) economics of prefinished components in industrial construction, and (7) future trends and needed research. A bibliography of previously published Building Research Institute conference proceedings is also included. (RH)

**ED 028 605** EF 002 638

**Information Requirements for Selection of Plastics for Use in Building. Proceedings of Conference of the Building Research Institute, Division of Engineering and Industrial Research (Spring 1960).**

National Academy of Sciences, National Research Council, Washington, D.C.

Report No.—NAS-NRC-883

Pub Date 60

Note—41p.

Available from—Building Research Institute, Division of Engineering and Industrial Research, National Academy of Sciences, National Research Council, 2101 Constitution Ave., N. W., Washington, D. C. (\$3.00)

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—\*Acoustics, \*Building Design, \*Building Materials, Ceilings, Component Building Systems, \*Construction Industry, Design Needs, Economics, Flooring, Interior Space, Maintenance, \*Performance Criteria, \*Plastics, Roofing

Several aspects of plastics used in the building industry are discussed, and a general information format for specifying plastics in building construction is given. This format includes—(1) description of product, (2) physical properties, (3) design criteria, (4) installation, (5) maintenance, (6) economics, and (7) case histories. Several uses of plastics are outlined in relation to this information format including—(1) roof materials and assemblies, (2) ceiling components and acoustical materials, (3) structural floors and finished flooring, (4) exterior wall components, (5) pipe and pipe fittings, and (6) interior wall coverings. (RH)

**ED 028 606**

EF 002 652

Dwyer, Francis M.

**Recent Developments and the Impact of the Newer Media.**

Pub Date Jul 67

Note—12p.; Paper presented at Annual Elementary Principals Workshop, (Fifth, University Park, Pa., July 5-15, 1966)

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Acoustics, Air Conditioning, \*Audio Video Laboratories, Audiovisual Aids, \*Audiovisual Centers, Audiovisual Instruction, Central Sound Systems, Instructional Films,

\*Instructional Media, \*Instructional Technology, Instructional Television, Laboratories, Lighting, \*Multimedia Instruction, Video Tape Recordings

Technical features of Penn State's Instructional Media Center are described. Unlike many other instructional units, special attention has been paid to the physiological requirements for learning in its design and construction, i.e., acoustics, lighting, visibility, and air conditioning. The building contains many unique features which may be integrated in various ways to promote better and more efficient methods of instruction and maximize the use of new techniques and resources suitable in its utilization. Contents include—(1) audio-visual equipment, (2) auditorium lighting, (3) the central core plan, (4) electronic podium, (5) acoustics, (6) additional media, and (7) television. Future provisions for installation of individual student response stations are planned. (RH)

ED 028 607 EF 002 653

Dwyer, Francis M., Jr.  
Adapting Visual Illustrations for Effective Learning.

Pub Date 67

Note—14p; Reprint from Harvard Educational Review, v37 n2 1967

Available from—Harvard Educational Review, Graduate School of Education, Harvard University, Longfellow Hall, 13 Appian Way, Cambridge, Mass. 02138

Journal Cit—Harvard Educational Review; v37 n2 p250-263 1967

Document Not Available from EDRS.

Descriptors—Audio Visual Aids, \*Illustrations, Learning, Nonverbal Learning, Oral Communication, Pictorial Stimuli, \*Teaching, Verbal Learning, \*Visual Learning, \*Visual Measures, \*Visual Stimuli

Reports on the effectiveness of visual illustrations used in conjunction with oral instructions. Results indicate that the reduction of realistic detail in an illustration does not necessarily reduce its instructional effectiveness and in many cases improves it. There were also significant differences in the effectiveness of different types of instruction for different educational objectives. In the final analysis, it is probably necessary to determine what details are crucial cues for particular lessons. (RH)

ED 028 608 EF 002 657

Miller, James Hull  
Hub Lighting Systems for Children's Theatres.

Hub Electric Co., Inc., Chicago, Ill.

Report No.—BULL-104

Pub Date 60

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Controlled Environment, Costs, Design Needs, Equipment, \*Guidelines, Illumination Levels, \*Light, \*Lighting, Stages, \*Theater Arts, \*Theaters

Presents several lighting systems appropriate in size and cost for smaller stages and completes an analysis with production notes explaining in detail lighting projection and design techniques. Contents include—(1) equipment specifications, (2) lighting the actor, (3) light on backgrounds, (4) techniques involving light, (5) design and the quality of iridescence, (6) portable cycs or background, (7) open stage design, (8) portable scrims, and (9) color media. (RH)

ED 028 609 EF 002 695

The Open Stage, Based on the Designs of James Hull Miller.

Hub Electric Co., Inc., Chicago, Ill.

Report No.—BULL-109-AIA File-31-F-25

Pub Date 65

Note—72p.

Available from—Hub Electric Co., Inc., 2255 West Grand Avenue, Chicago, Illinois 60602 (\$1.00)

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—Acoustical Environment, \*Auditoriums, Design, \*Dramatics, Equipment, \*Facility Case Studies, Lighting, Physical Design Needs, Planning, Projection Equipment, \*Stages, \*Theaters

A complete statement on "the open stage" which will prove of value to architects, consulting engineers and school administrators in the construction of college, community and school auditorium theaters. Directors and teachers of drama

should find this booklet a practical source of advanced technical knowledge in their field. The introduction deals with the language of vision in general while the remaining sections are directed specifically to architects, engineers, administrators, dramatics and background projection. Specific areas dealt with include—(1) six typical plans and sections with production sketches and brief project histories, (2) curtains and the open stage, (3) acoustical design of auditoriums, (4) architectural and engineering layout factors, (5) lighting equipment and lighting control switchboards, (6) typical questions and answers regarding the application of the open stage to school, college, and community groups, (7) direction for the open stage, (8) approach to scene design, (9) lighting, (10) stagecraft, and (11) architectural planning to the preparation of imagery. (RK)

ED 028 610 EF 002 697

Miller, James Hull  
New School Stages for Old.

Hub Electric Co., Inc., Chicago, Ill.

Report No.—BULL-105

Pub Date 62

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—\*Acoustical Environment, Acoustics, Auditoriums, Building Design, Controlled Environment, \*Design Needs, \*Projection Equipment, School Improvement, \*Stages, \*Theater Arts

A new and dynamic approach to auditorium stage design is presented. Contents include—(1) modified proscenium stage plan—a definition, (2) benefits of a modified proscenium stage plan, and (3) details of a modified proscenium stage plan—basic concepts, a typical layout, projection systems, and scenic design for space stage. (RH)

ED 028 611 EF 002 698

Little Theatres from Modest Spaces, Based on the Design Practices of James Hull Miller.

Hub Electric Co., Inc., Chicago, Ill.

Report No.—BULL-107

Pub Date 62

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Acoustics, Costs, \*Design Needs, \*Economic Factors, \*Equipment, Facility Guidelines, Lighting, School Improvement, Space Utilization, Specifications, \*Stages, \*Theater Arts

A reference manual of principles for renovation or new construction of small theaters in schools, community centers, and churches. Contents include—(1) turning space into small theaters, (2) rules of thumb, (3) an example of remodeling, and (4) three budget theaters—an 80-seat elementary school classroom theater—a 90-seat school or community drama center and a three-sided platform stage to serve 150 people. Design details for economic construction of stage scenery is also included. These small theaters can serve as indispensable aids to libraries, art museums, schools, and industrial firms as second theaters. Community groups can begin with these chamber stages and build their larger auditoriums later. (RH)

ED 028 612 EF 002 736

Wagner, Willis H.

Planning Industrial Arts Shops (For Secondary Schools).

State Coll. of Iowa, Cedar Falls. Extension Service.

Report No.—E-S-PUB-31

Pub Date 66

Note—33p.

Available from—Extension Service, State College of Iowa, Cedar Falls, Iowa 50613 (\$1.00 - Payment to accompany order.)

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Bibliographies, Building Design, \*Classroom Design, \*Educational Specifications, Facility Guidelines, Facility Requirements, Industrial Arts, \*School Design, \*School Planning, \*School Shops

In addition to describing the usual considerations in facilities planning such as educational specifications, the role of the architect, the role of the consultant, this guide, intended for use by individuals responsible for industrial arts shops, focuses on those activities peculiar to industrial arts planning. The industrial arts planner, who may also be the instructor, should be responsible

for his own educational specifications, equipment layout, and instructor's specifications. A statement of general standards and recommendations is included, as is a bibliography of books, manuals, and periodicals concerned with facilities planning. (FS)

ED 028 613 EF 002 744

A Report on the Education Park.

Community Research and Development

(CORDE) Corp., Wilton, Conn.

Pub Date [68]

Note—94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—Bibliographies, \*City Planning, \*Educational Complexes, \*Educational Parks, Educational Planning, \*Educational Specifications, Facility Case Studies, Facility Requirements, School Planning, \*Urban Education

The evolution of the education park is traced, and the present park concept discussed. The park concept is then applied to actual conditions in Philadelphia, New York, and Baltimore. Many of these conditions are typical of those existing in other large urban areas. Along with delineating the advantages and disadvantages of the park for the three cities, prototype park designs are presented for Philadelphia, a linear city is proposed for New York, and park plans are considered for Baltimore, along with diagrammatic representations for each city. An annotated bibliography of books and articles concerning education parks is included. (FS)

ED 028 614 EF 002 765

Sax, Richard M.

The Planning Process for Social and Physical Planning and the Need for an Environmental Design. Monograph No. 2.

Contra Costa County Dept. of Education, Pleasant Hill, Calif.

Report No.—PUB-102

Pub Date Nov 65

Note—40p.

Available from—Contra Costa Council of Community Services, 2717 N. Main Street, Suite 9, Walnut Creek, California 94596 (\$1.00)

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—City Planning, Community Planning, \*Environment, Environmental Influences, \*Physical Environment, \*Planning, Program Planning, \*Social Factors, \*Social Planning

The dichotomy that exists between social and physical planning continues to be a major community problem. A comparison and examination is made between the basic concepts of social and physical planning with the purpose of recommending the creation of a working model that can be adaptable for environmental design. Consideration is given to the description of the problem between social and physical planning. The following topics are discussed—(1) concepts of the planning process from the physical viewpoint, (2) concepts of the planning process from the social viewpoint, and (3) relationship between social and physical planning and development of a model for environmental planning. A bibliography is also included. (RH)

ED 028 615 EF 002 769

Toffler, Alvin, Ed.

The Schoolhouse in the City.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 68

Note—263p.

Available from—Fredrick A. Praeger, Publishers, 111 Fourth Avenue, New York, N. Y. 10003 (\$2.50)

Document Not Available from EDRS.

Descriptors—Black Community, Community Schools, \*Conferences, Decentralization, \*Disadvantaged Environment, Educational Parks, \*Metropolitan Areas, Resources, \*School Buildings, \*Urban Education

A conference entitled "The Schoolhouse in the City" was convened at Stanford University, July 10-14, 1967. Sponsored by Stanford's School Planning Laboratory and supported by Educational Facilities Laboratories and the U. S. Office of Education, the conference brought together as speakers leading figures in local, state, and federal government, civil rights, sociology, psychology, and urban planning, as well as education and architecture. The 39 speakers analyzed the social, political, economic, physical and educational problems facing the cities; offered solu-



tions to these problems; traced developments in three cities in case study fashion, and projected the possible future of the schoolhouse in the city. This volume is adapted from the proceedings of that conference, although contributions of only seventeen speakers are incorporated. However, a number of contributions not offered at the conference are included. Part III entitled "The Schoolhouse" includes discussion of combined occupancy, educational parks, linear cities, and environment for play. (NI)

**ED 028 616** EF 002 848

Judy, Richard W. Levine, Jack B.  
**Techniques of Systems Analysis for University Planning.**

Pub Date 68

Note—37p.; A chapter for the Handbook of College and University Administration, Asa S. Knowles (Ed.), McGraw-Hill, 1969.

**EDRS Price MF-\$0.25 HC-\$1.95**

Descriptors—Campus Planning, Enrollment, \*Higher Education, Institutional Research, Operations Research, \*Program Budgeting, Resource Allocations, Scheduling, \*Simulation, \*Systems Analysis, \*University Administration  
A chapter for a larger volume which discusses the rise of the multiuniversity and the possibilities for planning in systems analysis. The system described is the C.A.M.P.U.S. system, an acronym for Comprehensive Analytical Methods for Planning in University Systems. Three subsystems are discussed—(1) program planning and budgeting, (2) simulation models, and (3) integrated information system. A variety of applications are suggested under the latter two categories. (FPO)

**ED 028 617** EF 002 878

**Educational Facilities for the Visually Handicapped.**

California Univ., Berkeley. Dept. of Architecture. Pub Date 66

Note—217p.; The result of a nine month study of eighteen third year students in the Department of Architecture, University of California, Berkeley.

**EDRS Price MF-\$1.00 HC-\$10.95**

Descriptors—Architecture, Design Needs, Discipline, \*Educational Facilities, \*Educational Specifications, Equipment, \*Facility Requirements, Individual Needs, Mobility, Multiply Handicapped, Perception, Social Environment, \*Space Orientation, Student Attitudes, Therapeutic Environment, \*Visually Handicapped

The material presented is not the total of all the effort expended during the year, but is instead, a brief description of the work process, and the results of the study by eighteen third year students in the Department of Architecture, University of California, Berkeley. The introduction states the problem, the process, and the organizational procedure. The other sections are as follows—(1) research phase, (2) requirements, (3) interactions, (4) decomposition and structuring, (5) form solutions and diagramming, (6) final form solutions, and (7) summary. The architectural form and organization can affect the blind child greatly by helping or hindering his ability to move about with ease and affecting his sense of orientation. The degree and nature of separation of groups and of individual blind children play an important part in effective teaching and therapy. Information in these areas and many others has been accumulated, digested and synthesized into a valid, abstract, architectural reflection of the factors needed to develop the multiply handicapped blind child to his fullest mental and physical potential. (RK)

**ED 028 618** EF 003 021

Merlo, Frank P.  
**A Checklist for Planning Community College Facilities.**

Rutgers, The State Univ., New Brunswick, N.J. Div. of Field Studies and Research. Pub Date 64

Note—29p.

Available from—The Division of Field Studies and Research, Graduate School of Education, Rutgers-The State University, New Brunswick, N.J. 08903 (\$1.00)

**EDRS Price MF-\$0.25 HC-\$1.55**

Descriptors—\*Campus Planning, \*Check Lists, College Buildings, \*Community Colleges, Construction Programs, Educational Complexes,

\*Facility Guidelines, \*Facility Requirements, Guides, Planning

It is noted that in any planning process for community colleges, physical facilities are only an adjunct to the instructional program, and any types of facilities that evolve should be based on the nature of the students, the curriculum, and the general philosophy and operation of the college. A list is presented as a suggested guide for questions to be considered in planning the following components of comprehensive community college facilities—(1) site, (2) buildings, (3) general purpose instructional areas, (4) special purpose instructional areas, (5) drama department, (6) student center, (7) administrative facilities, (8) guidance center, (9) faculty areas, (10) custodial and maintenance facilities, (11) student health facilities, (12) bookstore, (13) library and (14) facilities for evening programs. (FS)

**ED 028 619** EF 003 025

**A Comprehensive Survey of the Metropolitan School System of Nashville and Davidson County, Tennessee.**

Educational Research Services, Inc., White Plains, N.Y.

Pub Date Sep 63

Note—298p.

**EDRS Price MF-\$1.25 HC-\$15.00**

Descriptors—\*Centralization, \*County School Systems, \*Educational Administration, Educational Finance, Enrollment Projections, Facility Requirements, Program Development, \*School Redistricting, \*School Surveys, Student Personnel Services

The result of a comprehensive survey of the Nashville and Davidson County school systems, which are now unified as the Metropolitan School System. Following an outline of the major aspects of the legal structure of the charter for the new system, projections of enrollments are made, and the purposes and goals of education are identified to guide the new system in its development. Subject matter achievement levels are evaluated utilizing results of standardized achievement tests, and detailed descriptions are presented of the elementary and secondary school programs as well as vocational-technical, adult evening school and community college education in each of the two systems. Descriptive and evaluative information is also presented for the following aspects of the systems—(1) pupil personnel services, (2) special education services for exceptional children, (3) personnel, (4) physical plant, (5) building requirements, (6) business management, (7) administrative organization, and (8) financial implications. Based on the survey findings, recommendations are made throughout the report for implementation in the development of the unified school system. (FS)

**ED 028 620** EF 003 032

Clinchy, Evans  
**A College in the City: An Alternative. A Report from Educational Facilities Laboratories.**

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 68

Note—52p.

Available from—Educational Facilities Laboratories, 477 Madison Avenue, New York, New York 10022.

**Document Not Available from EDRS.**

Descriptors—Annotated Bibliographies, Building Design, \*Campus Planning, College Buildings, Construction Programs, \*Design Needs, \*Facility Expansion, \*Facility Requirements, Urban Education, \*Urban Universities

Creation of a college in an urban setting is considered with emphasis on its development as an integral part of the surrounding area rather than as a separate entity. Although the report is based on a particular piece of ghetto land in a particular city (Bedford-Stuyvesant section of New York City), its implications are national in scope. Physical features of the area, such as existing buildings and transportation facilities, are identified and considered with regard to the planning of a college. Suggestions are presented for implementation of a plan for construction of a college based on the concept of filling in vacant spaces in the area rather than annihilating total blocks. Maps and diagrammatic sketches are included which illustrate possible placement and design of a college campus in the area studied. An annotated list of other reports from Educational Facilities Laboratories is included. (FS)

**ED 028 621** EF 003 055

Bayless, Paul C. And Others

**Indiana Facilities Utilization Survey for Colleges and Universities, Fall 1967. Higher Education in Indiana. Needs and Resources 1968-1985. Current Status Report 5: Facilities Inventory - Utilization.**

Indiana Advisory Commission on Academic Facilities, Bloomington.; Indiana Conference on Higher Education, Indianapolis.

Pub Date 68

Note—298p.

Available from—R. E. Masters, Executive Secretary, Indiana Advisory Commission on Academic Facilities, Indiana University, Bloomington, Indiana 47405

**Document Not Available from EDRS.**

Descriptors—\*Campus Planning, College Planning, \*Facility Case Studies, Facility Expansion, \*Facility Inventory, Facility Requirements, \*Facility Utilization Research, Higher Education, Instructional Programs, \*Space Utilization

Resource and demand characteristics of the public and private institutions of higher education in Indiana are reviewed. A summary and utilization study of the physical facilities available are presented, as is a profile of the instructional activity for these colleges and universities during the fall term, 1967. Space inventory summaries are presented for both residential and non-residential space with emphasis on the non-residential analysis. Statistics for individual schools are not reported, but comparisons are made on a group basis by campus size, program emphasis, or source of support. Where appropriate, comparisons are made with facilities studies of other states. (FS)

**ED 028 622** EF 003 064

**Lighting Systems for Educational Television.**

Hub Electric Co., Inc., Chicago, Ill.

Report No—BULL-132

Pub Date Jun 67

Note—13p.

**EDRS Price MF-\$0.25 HC-\$0.75**

Descriptors—\*Educational Television, Electrical Systems, Electronic Equipment, \*Equipment, Lighting, Lights, Specifications, \*Studio Floor Plans, \*Television Lighting, Television Lights  
Contains specifications, typical layouts, and equipment schedules for lighting television studios. A lighting schedule includes information on—(1) back and key lights, (2) fill and base lights, (3) special purpose lights, and (4) hanging devices. Floor plans for different type and size studios are also included. (RH)

**ED 028 623** EF 003 092

**Research Space Factors Used for Projecting the 1969-71 Needs in Wisconsin Public Higher Education Facilities.**

Wisconsin Coordinating Council for Higher Education, Madison.

Report No—CCHE-97

Pub Date Jul 68

Note—6p.

**EDRS Price MF-\$0.25 HC-\$0.40**

Descriptors—College Planning, Educational Research, \*Facility Guidelines, \*Facility Requirements, \*Facility Utilization Research, Higher Education, Institutional Research, \*Research Needs, Scientific Research, \*Space Utilization

The demand unit approach to determining research space needs is proposed as a method for projection of space required for research in Wisconsin public higher education facilities. Discussion is directed to the two factors utilized in implementation of this approach, namely, (1) the varying level of activity devoted to research by participating personnel, and (2) the varying amounts of space required for different types of academic programs. It is noted that this approach can serve to determine the space needed for most research activities, however, there are certain special research programs which must be treated separately on a case-by-case basis. (FS)

**ED 028 624** EF 003 116

Loeffler, Margaret Howard

**The Prepared Environment and Its Relationship to Learning.**

Pub Date 68

Note—31p.

**EDRS Price MF-\$0.25 HC-\$1.65**

Descriptors—Carrels, Classroom Design, \*Design Needs, \*Early Childhood Education, \*Educa-



tional Equipment, Furniture Design, Individual Needs, \*Learning, Playgrounds, Play Therapy, School Design, \*School Environment

A proposal to carefully examine some current thinking on early learning and attempts to project their implications into the design of a unique learning facility that would offer a supportive and stimulating environment for young children two to six years of age, providing for their individual needs and differences. The concepts examined were selected because it was felt that within their broad framework could be included a wide and varied range of subject matter that seemed to be relevant to early learning and facility design. The ideas presented should stimulate the thinking of all those concerned with the education of the very young. Included are sections on—(1) dependence, independence, interdependence, (2) early stimulation and learning, (3) manageable complexity, (4) the play of young children, and (5) the role of the teacher. (RK)

ED 028 625

EF 003 117

**Planning the School Administration Center. Report of the AASA Commission on School Administration Buildings.**

American Association of School Administrators, Washington, D.C.

Pub Date 69

Note—144p.

Available from—American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$5.00)

Document Not Available from EDRS.

Descriptors—Controlled Environment, Design Needs, Economics, Environmental Influences, Equipment, \*Facility Guidelines, Flexible Facilities, Furniture, Interior Space, \*Offices (Facilities), \*Planning, \*School Administration, Space Utilization, Spatial Relationship

Guidelines are set down for school administrators, architects, board members, and others responsible for the planning, design, and construction of administrative facilities for the schools of their districts. The need for carefully planned, functional school administration centers is evident. This publication will assist communities of people to plan, construct, and equip school administration centers to meet the demands of the times and to implement forward-looking educational programs to their districts. Specific examples of some of the administration centers around the country are included. (RK)

ED 028 626

EF 003 131

Delamater, James B.

**The Design of Outdoor Physical Education Facilities for Colleges and Schools.**

Columbia Univ., New York, N.Y. Inst. of Field Studies.

Pub Date 63

Note—135p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, New York (\$3.75)

EDRS Price MF-\$0.75 HC-\$6.85

Descriptors—\*Colleges, Costs, \*Design, Economics, Equipment, Facility Guidelines, Health, Illumination Levels, Landscaping, Lighting, Maintenance, Parking Facilities, \*Physical Education Facilities, \*Planning, Safety, \*Schools, Site Selection, Space Utilization

Specialized information is presented for those involved in assuring improvement in the outdoor physical education facilities of the future. The materials included are intended to be useful to architects, engineers and designers generally; program specialists, administrators and consultants in education; and students preparing for professional careers in physical education. Specific chapters discuss the following topics—(1) comprehensive planning, (2) planning objectives, (3) site selection, (4) common problems of space utilization, (5) the orientation of outdoor physical education facilities, (6) physical education play surfaces, (7) sports lighting, and (8) service facilities. (RK)

ED 028 627

EF 003 135

**A Study of Emergency Lighting for the Dade County Board of Public Instruction.**

Pancoast, Ferendino, Grafton and Skeels, Architects, Miami, Fla.

Report No—SCR-8

Pub Date Jul 64

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—\*Accident Prevention, \*Emergency Programs, Equipment, Facility Requirements, Guidelines, Injuries, \*Lighting, Safety Equipment, School Construction, School Improvement, \*School Safety, Technical Reports

Immediate installation of emergency lighting, in addition to that already provided, is recommended for three groups of existing schools—(1) air-conditioned schools and additions with compact plans having inside corridors and instructional areas artificially lighted, (2) senior high schools with adult education programs, and (3) community schools offering instructional programs to all age levels and using elementary, junior and senior high school plants. The need for additional provisions is based on the danger of panic in crowds when power fails due to causes outside of the building such as hurricanes, local storms, seasonal overloads, or national emergencies. Recommendations are given for providing emergency lighting systems independent of public utility service. (RH)

ED 028 628

EF 003 136

**Seminar to Discuss the Present Status of Vision Engineering for the Dade County Board of Public Instruction.**

Pancoast, Ferendino, Grafton and Skeels, Architects, Miami, Fla.

Report No—SCR-10

Pub Date Aug 64

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—\*Criteria, \*Engineering, Illumination Levels, Light, \*Lighting, \*School Planning, Task Performance, \*Vision, Visual Discrimination, Visual Perception

Proceedings of a seminar on the present status of vision engineering and the possible effects on criteria for school planning. A discussion by Dr. H. Richard Blackwell on vision engineering is included. Topics of discussion include—(1) broad aspects of the effect of light upon sight, (2) lighting variables and task visibility, (3) lighting variables and direct comfort, and (4) general remarks about illumination standards. Tables on lighting requirements for various tasks, required individual footcandles for No. 2 pencil task, and required weighted footcandles for No. 2 pencil task are included, as well as a paper by Dr. H. Richard Blackwell describing the visual benefits of polarized light. (RH)

ED 028 629

EF 003 144

Johnson, Frances Kennon Bomar, Cora Paul

**Planning School Library Quarters.**

Pub Date Feb 64

Note—25p.; A reprint for the American Association of School Librarians

Available from—American Library Association, 50 E. Huron Street, Chicago, Illinois 60611

Journal Cit—ALA Bulletin; Feb 1964

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, \*Educational Specifications, Facility Case Studies, Facility Expansion, \*Facility Guidelines, \*Library Facilities, \*Library Planning, School Architecture, \*School Libraries, Technological Advancement

Several articles are directed to basic considerations in planning school library quarters. The role of the librarian and staff members is discussed with regard to defining the program and its physical requirements. The function of the architect and the means and steps by which he arrives at solutions to design problems are examined, and suggestions are presented for preparing educational specifications for the school library. Some principles and features of good design are illustrated in the case studies of recently constructed elementary and secondary school libraries and diagrammatic floor plans are included. Educational technology and various trends in education are discussed with regard to implications for planning school libraries. A short annotated bibliography concerned with planning school library quarters includes books, pamphlets, articles and films. (FS)

ED 028 630

EF 003 145

Green, Alan C.

**Educational Facilities in the Hospital for Teaching.**

Pub Date Sep 65

Note—10p.; Reprinted from Annals of the New York Academy of Sciences.

Available from—New York Academy of Sciences, 2 East 63rd Street, New York, N. Y.

Journal Cit—Annals of the New York Academy of Sciences; v128, article 2 p661-669 Sep 27, 1965

Document Not Available from EDRS.

Descriptors—\*Architectural Programming, Architecture, Design Needs, Educational Planning, \*Facility Guidelines, \*Facility Requirements, \*Hospitals, Medical Schools, \*Spatial Relationship, Teaching Programs

Planning and design criteria are established for educational facilities in VA hospitals, rendering them more effective for medical education. Rather than developing plans for prototype teaching hospitals, guidelines are presented which may be utilized to meet the needs of a particular situation. Three broad categories of facilities are identified—(1) those that form a part of the nursing unit, (2) those that are related directly to a floor, service, or department, and (3) those that have hospital-wide functions. Discussion is directed to the basic premises on which development of these facilities is based. Particular facility types, detailed program and functional requirements, design studies, and information as to location and relationship to other facilities, staffing and usage patterns, and special equipment and design considerations are developed for a number of facilities in each category. Floor plans, exemplifying the implementation of some of the guidelines are included. (FS)

ED 028 631

EF 003 197

Meckler, Gershon

**Energy Integrated Design of Lighting, Heating, and Cooling Systems, and Its Effect on Building Energy Requirements.**

Pub Date May 67

Note—22p.; Paper presented at Technical Conference of IEEE Industrial and Power Systems Committee, May 1967 Conference Report Record, 34 C 55

Available from—Institute of Electrical and Electronics Engineers, 345 E. 45th Street, New York, N.Y. 10017; Gershon Meckler, Environmental Systems Corp., Conyers, Georgia

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—\*Air Conditioning, Building Design, Climate Control, Controlled Environment, \*Energy, \*Facility Requirements, \*Heating, Interior Space, \*Lighting, Mechanical Equipment, Refrigeration Mechanics, Thermal Environment

Comments on the need for integrated design of lighting, heating, and cooling systems. In order to eliminate the penalty of refrigerating the lighting heat, minimize the building non-usable space, and optimize the total energy input, a "systems approach" is recommended. This system would employ heat-recovery techniques based on the ability of the system to minimize the refrigeration and air handling equipment as well as the system energy associated with lighting heat removal. An additional feature of this system is its ability to utilize the same equipment to provide heating requirements of the building. Laboratory tests are cited with illustrations. (RH)

ED 028 632

EF 003 361

Morrison, D. Grant

**Guide for Planning Community Junior College Facilities.**

Council of Educational Facility Planners, Columbus, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Contract—OEC-57007

Note—37p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (FS 5.257:57007, \$0.75).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Bibliographies, \*Campus Planning, \*Community Colleges, Educational Finance, \*Educational Planning, Educational Specifications, Enrollment, \*Facility Requirements, \*Junior Colleges, Site Selection

Designed to assist those persons responsible for planning and decision-making concerning community junior colleges, this guide discusses the steps that should be taken in order to prepare for new buildings and/or campuses. It is divided into six major headings—(1) an introduction to planning, (2) the study and interpretation of educational needs, (3) the long range plan, (4) the short range plan, (5) the planning team, and (6)

some solutions to planning problems. Some of the areas discussed under the above broad headings are how to begin planning, time required, enrollments, sites, finance, quantitative and qualitative aspects of space requirements, educational specifications, and the securing of funds for planning. Bibliographies of pertinent resource materials are cited at the end of each section. (NI)

ED 028 633 24 EM 000 317

Page, Ellis B. Paulus, Dieter H.  
The Analysis of Essays by Computer. Final Report.

Connecticut Univ., Storrs.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1318

Pub Date Apr 68

Contract—OEC-16-001318-1214

Note—280p.

EDRS Price MF-\$1.25 HC-\$14.10

Descriptors—\*Computer Assisted Instruction, Content Analysis, Educational Diagnosis, Educational Testing, \*Essays, Essay Tests, Information Storage, Instructional Technology, Predictive Ability (Testing), Predictive Measurement, Psychometrics, \*Simulation, Statistical Analysis, \*Structural Analysis, Student Writing Models, Time Sharing, \*Writing Skills  
Identifiers—PEG, \*Project Essay Grade

This study aimed at expanding a new field of educational measurement, by investigating the feasibility of using computer programs for the automatic analysis and evaluation of student writing. Essays written by secondary students in their English classes were rated by multiple independent judges on a number of traits usually considered important: content, organization, style, mechanics, creativity, and overall quality. The essays were key-punched for input to the computer. Computer programs were written to analyze the essays, performing many tests and list lookup procedures, and producing a profile of "proxes" (variables believed to be approximations of important dimensions of the essays). These proxes were then combined through multiple regression to optimize the prediction of the expert judgments. Across various essays, judges, students, and traits, the computer performed about as accurately (in predicting the expert group) as did the typical human judge. Many other dimensions of the problem were examined, including the use of cliches, passive verbs, and syntactic parsing. A plan of attack was outlined for future investigators. (Author)

ED 028 634 EM 000 820

Shipley, C. Morton And Others

A Synthesis of Teaching Methods.

Pub Date 64

Note—270p.

Available from—McGraw-Hill Company of Canada Ltd., 253 Spadina Rd., Dupont District, Toronto 4, Ontario, Canada

Document Not Available from EDRS.

Descriptors—Assignments, Audiovisual Aids, Classroom Environment, Discipline Policy, \*Educational Philosophy, \*Effective Teaching, Elementary Education, \*Instructional Technology, Instructional Television, Lesson Plans, Manuals, Programmed Instruction, Progressive Education, Remedial Instruction, Student Grouping, Teacher Qualifications, \*Teaching Guides, \*Teaching Methods, Television Teachers, Test Construction, Units of Study (Subject Fields)

An attempt is made in this guide to synthesize the best attributes of the traditional methods of teaching (where subject orientation is primary) and the more progressive methods (where the child as a personality is the central focus). The traditional approach is used in explicating the conventional qualities of a good teacher, methods of lesson planning, assignments and homework, and drill periods. Progressive techniques are utilized to demonstrate unit grouping of pupils (rather than grade grouping), use of modern technology in the classroom (i.e. programmed learning and television), teaching for creativity, and teaching for appreciative learning. Other areas examined are teaching and maintaining discipline, development of citizenship skills, use of audiovisual aids, and general classroom management. The synthesis of traditional and progressive methods is believed to help the teacher fulfill her obligations to society and to the child. A subject index is provided. (RP)

ED 028 635 EM 006 194

Ofties, Gabriel D., Ed. Meierhenry, Wesley C., Ed.

Trends in Programmed Instruction; Papers from the First Annual Convention of the National Society for Programmed Instruction.

Department of Audiovisual Instruction, Washington, D.C.; National Society for Programmed Instruction, San Antonio, Tex.

Pub Date 64

Note—295p.

Available from—National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (\$7.00 cloth, \$6.00 paper)

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Education, Educational Change, Educational Philosophy, \*Educational Trends, Exceptional Child Education, Industrial Training, Instructional Innovation, Instructional Technology, Job Training, Military Training, Professional Training, \*Programmed Instruction, \*Programming, \*Symposia, Systems Approach, Teacher Role, \*Teaching Methods

Identifiers—\*National Society for Programmed Instruction, NSPI

This compendium of ninety papers given at the first Programmed Instruction Institute of the National Society for Programmed Instruction (NSPI) attempts to define what programmed instruction is, to show what it is accomplishing right now in many fields of endeavor, and to develop a plan for its future use. The papers center on the theme of the practical application of programmed instruction and are organized to reflect trends in areas of social importance such as education, industry, the military, government, and medicine. The role of the teacher in the presentation and development of programmed instruction is examined, and its possible applications to the exceptional student are outlined. Instructional programming, the development of systems applications, and program evaluation are discussed. A bibliography is appended. (BB)

ED 028 636 EM 006 302

Coulson, John E., Ed.

Programmed Learning and Computer-Based Instruction, Proceedings of the Conference on Application of Digital Computers to Automated Instruction (Washington, D.C., October 10 - 12, 1961).

System Development Corp., Santa Monica, Calif.  
Spons Agency—Office of Naval Research, Washington, D.C. Information Systems Research; Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date 62

Note—291p.

Available from—John Wiley and Sons, Inc., 605 Third Ave., New York, N.Y. 10016 (\$8.95)

Document Not Available from EDRS.

Descriptors—Automation, \*Computer Assisted Instruction, Computer Based Laboratories, Computer Oriented Programs, Computer Science, \*Conference Reports, Digital Computers, Educational Practice, \*Educational Research, Educational Strategies, Educational Trends, Individual Instruction, \*Instructional Technology, Interaction, Learning Theories, Mathematical Models, \*Programmed Instruction, Programming, Teaching Machines, Teaching Models, Technological Advancement

Identifiers—CLASS, Mechners System, PLATO II, Ruleg System

A symposium of scientists and educators interested in coordinating the often parallel but separate research and development efforts in programmed learning and digital-computer utilization met to define more exactly the potentialities of the computer as an instructional aid. Their papers form the basis of this book. The first section of the book presents the techniques of automated teaching and programmed learning, research problems, rudimentary behavior theory, a basic mathematical teaching model, and a discussion of the need to define educational goals. Part II describes the current attempts at applying computer technology to automated instruction, the basic equipment of a computer-based laboratory, and improvements in techniques of communication between computers and humans. The third and final part is concerned with systems considerations in computer usage and interactions between computer developments and automated teaching methods. (BB)

ED 028 637 EM 006 837

Miller, Donald M. And Others

Multimedia Instructional Programs in Mathematics—Demonstration and Experimentation. The Assimilation of New Media in the Instructional Program of a Rural School. Final Report. Wisconsin Heights School District, Wis.; Wisconsin State Univ., Whitewater. School of Education; Wisconsin Univ., Madison. Instructional Research Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—NDEA-7

Pub Date Jun 66

Grant—OEG-7-59-9001-274

Note—387p.

EDRS Price MF-\$1.50 HC-\$19.45

Descriptors—Course Evaluation, Curriculum Research, Evaluation Techniques, \*Grade 9, Instructional Programs, Learning Processes, \*Material Development, \*Mathematics Instruction, \*Multimedia Instruction, \*Programmed Instruction, Programmed Materials, Projection Equipment, Rural Schools, Slides, Teacher Developed Materials, Workbooks  
Identifiers—\*Edex Teaching System, Wisconsin Heights High School

The assimilation into an existing instructional program of both the new knowledge on learning processes and recent technological advances was attempted in this project through the integration of programmed mathematics at the ninth grade level with the multimedia approach to instruction. Controlled experimentation led to several conclusions. New media can be effectively utilized within existing classroom conditions. Teachers should assist in developing and implementing new instructional programs to insure continued use of the programmed units, as well as flexibility in administering the materials. If the programs are tailored to fit the ability levels of students, learning is effectively improved. The development of a multimedia program should adhere to a systematic plan which can be trial-tested with selected students, and the program should be modified accordingly. In addition to presenting the details of the development and testing of the multimedia materials, the report consolidates into an example and a checklist of procedures the experience gained during the project in the production of such materials. Twelve of the project's 24 programs are also included. (GO/MT)

ED 028 638 EM 007 077

Glaser, Robert, Ed.

Teaching Machines and Programmed Learning. II.

Data and Directions.

National Education Association, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 65

Note—839p.

Available from—Department of Audiovisual Instruction, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$11.50)

EDRS Price MF-\$3.25 HC Not Available from EDRS.

Descriptors—\*Behavioral Science Research, Computer Assisted Instruction, Discovery Learning, Discrimination Learning, \*Educational Trends, English Instruction, Experimental Teaching, Industrial Education, Learning Processes, Learning Theories, Mathematics Instruction, Problem Solving, \*Programmed Instruction, Programmed Materials, Reading Instruction, Science Instruction, Second Language Learning, Sequential Programs, \*Symposia, \*Teaching Machines

This collection of 17 papers relating behavioral science theory to the process of experimental education grew out of a 1963 National Education Association symposium on research in programmed instruction. Perspectives and the technology of programming are described in this updated and supplemental successor to the source book, "Teaching Machines and Programmed Learning" (TMPL-I). Cast in the form of individually authored review chapters, its aim is to update with information on new research and to integrate that information with past efforts. It reviews the past 10 years and present objectives, programming variables and techniques, computer-based instructional systems, adaptive teaching systems, the effectiveness of instructional programs, and programming for classroom instruction. A section on technology and subject matter ex-



amines programing on mathematics and logic, science education, reading and related verbal learning, English, and instruction in a second language. The implementation of programed instruction in schools, industry, and federal government agencies is discussed. Indications of the future point to a firm and continuing base for instructional design in the behavioral sciences. This compilation, containing over 1000 research references, is indexed by both author and subject. (AW)

**ED 028 639** EM 007 079  
Oak Park and River Forest High School Random Access Information Center; A PACE Program. Report II.

Oak Park and River Forest High School, Ill.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Report No.—ESEA-3  
Pub Date Sep 68  
Note—8p.

**EDRS Price MF-\$0.25 HC-\$0.50**

Descriptors—Audiovisual Centers, \*Audiovisual Instruction, \*Computer Oriented Programs, Curriculum Enrichment, Facility Guidelines, \*Individualized Instruction, Information Retrieval, Information Storage, \*Information Systems, Library Facilities, Library Services, Programed Instruction, \*Secondary Grades, Systems Development  
Identifiers—Illinois, \*Oak Park and River Forest High School

The specifications, planning, and initial development phases of the Random Access Center at the Oak Park and River Forest High School in Oak Park, Illinois, are described with particular attention to the ways that the five functional specifications and the five-part program rationale were implemented in the system design. Specifications, set out by a faculty committee prior to the contracting of the project, require instantaneous random access to both audio and visual materials, full user control over the selection and use of materials, remote access on the widest possible scale, and a single central storage and control facility. The goals of the program include enrichment of the program of studies; greater individualization of instruction in the curriculum; better integration of the instructional program around the focal point of the library; improvement of library services through the convenience and flexibility of an automated retrieval system; and finally, the elimination of the mechanical problems which inhibit student and teacher in their use of audio and visual materials. (MT)

**ED 028 640** EM 007 081  
Survey of the Instructional Use of the Computer in Connecticut's Public and Private High Schools.

Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education.

Pub Date Dec 68

Note—rp.

**EDRS Price MF-\$0.25 HC-\$0.45**

Descriptors—\*Computer Assisted Instruction, \*Computers, Curriculum, Private Schools, Public Schools, \*School Surveys, \*Secondary Schools, Time Sharing  
Identifiers—\*Connecticut

The results of a survey (87% response) of all public and private secondary schools in Connecticut during May of 1967 indicate that more than 10% are making some instructional use of computers. These 34 schools which utilize computers provided information on the teachers and students who were using the computer, the subjects being taught, the type of hardware involved, the software utilized, and the location of the computer. The survey showed a 240% increase in computer use in a year's time and the introduction of two new subjects, computer science and programing, into the school curriculum. (MT)

**ED 028 641** EM 007 101  
E.B.U. International Conference on Educational Radio and Television (3rd, Paris, March 8-22, 1967).

Office de Radiodiffusion-Télévision Française, Paris (France).

Pub Date [67]

Note—658p.; French edition is "Congrès international de l'U.E.R. sur la Radio et la Télévision éducatives (3., Paris, 8-22 mars, 1967)

**EDRS Price MF-\$2.75 HC-\$33.00**

Descriptors—Broadcast Industry, Communication Satellites, Conference Reports, \*Conferences, Educational Innovation, \*Educational Radio, Educational Research, \*Educational Television, Instructional Television, \*International Education, International Organizations, Media Specialists, \*Media Technology, Meetings, Production Techniques, Public Television, Speeches, Teaching Methods, Television Research  
Identifiers—EBU, \*European Broadcasting Union

A conference dealing with the problems and activities of open-circuit educational radio and television broadcasting on five continents, especially in the developing nations, was organized by the European Broadcasting Union (EBU) in Paris in 1967. Technological change, especially the development of reasonably priced videotape equipment, was cited as being particularly important to the growth of educational broadcasting. The need for the integration of media with educational systems was noted. Four commissions, formed to deal with different areas of interest to the Conference, conducted eight day preliminary seminars and presented final reports at the plenary sessions. The first commission discussed and summarized teaching situations and methods, programs and production, and the professional duties and training of specialists. The second examined the integration of radio and television with educational and government planning. The third commission studied international coproduction and distribution of programs, as well as satellite transmission. The fourth explored the needs and uses of research in educational broadcasting. Listed in the report of the proceedings are a glossary, the conference participants, organizations represented, and the programs presented. (RP)

**ED 028 642** EM 007 117

Limbacher, Philip Carl

A Study of the Effects of Microteaching Experiences upon Practice Teaching Classroom Behavior. [A] Thesis.

Pub Date 68

Note—152p.; Thesis submitted to the Graduate College of the University of Illinois, Urbana

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-10774, MF \$3.00, Xerography \$7.20)

Document Not Available from EDRS.

Descriptors—Educational Strategies, Equipment, Evaluation Techniques, Experimental Groups, Feedback, Instructional Improvement, Interaction, Interpersonal Competence, Laboratory Training, \*Microteaching, Nonverbal Communication, \*Professional Education, \*Student Teachers, Teacher Evaluation, Teaching Models, \*Teaching Techniques, Training Laboratories

Identifiers—Flanders Interaction Analysis System, Illinois Teacher Evaluation Questionnaire, ITEQ, Teacher Performance Appraisal Scale, \*Teaching Techniques Laboratory, TPAS

To substantiate the theoretical efficacy of microteaching with videotaped feedback, 25 student teachers were assigned to a Teaching Techniques Laboratory in which microteaching methods were emphasized. Following completion of the training program, participants and a control group with no laboratory experience received placement in Chicago area schools. Videotapes of two instructional sessions were obtained for each of the 50 student teachers. Differences between experimental groups on an application of Flanders' Interaction Analysis Technique to the videotaped sessions and judgments of competence attainment by cooperating senior-teachers were not significant. However, analyses of variance indicated highly significant differences on both the TPAS (Teacher Performance Appraisal Scale) and ITEQ (Illinois Teacher Evaluation Questionnaire), favoring laboratory participants. The findings are considered to demonstrate the effectiveness of microteaching experiences in sensitizing teachers to a range of pupil behavioral cues, verbal and non-verbal, and the essential feedback on interest and understanding of lesson materials they represent. (SS)

**ED 028 643** EM 007 120

Mission: Possible; The Story of Project Challenge.

School District 189, East St. Louis, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ESEA-1

Pub Date 1 May 67

Note—15p.

**EDRS Price MF-\$0.25 HC-\$0.85**

Descriptors—Audiovisual Aids, \*Audiovisual Instruction, Behavior Change, Classroom Materials, Educational Improvement, \*Educationally Disadvantaged, Elementary Grades, Federal Aid, \*Films, Filmstrips, \*Improvement Programs, Inservice Teacher Education, \*Program Descriptions, Secondary Grades, Student Motivation, Underachievers, Urban Schools  
Identifiers—East Saint Louis Illinois School District, \*Project Challenge

Project Challenge, a federally funded project in School District 189 of East St. Louis, Illinois, includes only those public and private schools at the elementary and secondary levels with the highest concentration of disadvantaged children. Teaching personnel for the project's in-service training program are provided by Southern Illinois University. The goals—academic improvement with better motivation and attendance—are pursued through the use of 16mm educational films, along with other audiovisual materials. Enthusiastic response from staff, students, and parents has resulted in an increase in the number of technicians and specialists on the staff. Each school has a filmstrip library, tape recorders, projectors, and some facilities for the development of materials, as well as borrowing privileges from the central media center and from other schools. Future plans call for expansion into other media, additions to the existing film library, and more training of personnel. (EM/MT)

**ED 028 644** EM 007 141

Frye, C. H. And Others

Interim User's Guide to PLANIT: The Author-Language of the Instructor's Computer Utility. Technical Memorandum.

System Development Corp., Santa Monica, Calif.  
Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-C557; TM-3055-000-03

Pub Date 16 Oct 68

Note—94p.; This manual is the revised edition of "User's Guide to PLANIT" by S. L. Feingold and C. H. Frye, October, 1966; SDC Document TM-3055/000/01

**EDRS Price MF-\$0.50 HC-\$4.80**

Descriptors—\*Computer Assisted Instruction, \*Computer Oriented Programs, \*Computer Programs, Constructed Response, \*Curriculum Development, Feedback, \*Manuals, Optional Branching, Programed Instruction, Programming, Time Sharing

Identifiers—PLANIT, \*Programming Language for Interactive Teaching

PLANIT (Programming Language for Interactive Teaching) is a general purpose teaching system that allows a lesson designer to enter course content into the computer for use as a teaching device. The user (lesson designer or student) communicates with the system via a keyboard. Interacting with PLANIT, he can build and edit lessons, present lessons, and perform computations. PLANIT employs a four mode system: Command Mode, Lesson Building Mode, CaSc Mode, and Executive Mode. Through phonic comparison, keyword matching, and algebraic matching, it also provides service functions for evaluating student answers that depart from the expected response. This manual is the revised edition of the user's guide to the version of PLANIT that operates on the System Development Corporation Q-32 Time-Sharing system. (Author/BB)

**ED 028 645** 64 EM 007 154

Boecklen, Warren A. And Others

A Computer Study for the Allocation of Channels and the Placement of Transmitters for 2500 MHz Fixed-Station Service in a Metropolitan Area Containing Many Eligible Applicants for Licensing.

Cooperating Schools A-V Corp. of St. Louis City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—NDEA-7B

Bureau No.—BR-6-1519

Pub Date Jun 67

Contract—OEC-3-7-061519-2004

Note—128p.

**EDRS Price MF-\$0.75 HC-\$6.50**

Descriptors—\*Computer Programs, Cooperative Planning, Data Processing, Educational Television, \*Fixed Service Television, \*Instructional Television, \*Multichannel Programming, Networks, \*Resource Allocations, Scheduling, School Planning, Site Selection, Television Research, Topology, Urban Schools



Identifiers—Federal Communications Commission, Greater St. Louis Ad Hoc Committee on ETV, ITFS What It Is How To Plan, \*Project North Circle

The North Circle Project demonstrates the feasibility of a multi-purpose, multi-channel television network attained through cooperative efforts of an educational community. The study was necessitated by the likelihood of congestion of airwaves on educational channels in urban areas. In 1966 the Federal Communications Commission called a meeting of educators, television specialists, and equipment manufacturers to testify to the problem. The development of this computer study for the future assignment of 2500 megacycle channels to eligible users in the Greater St. Louis area was an eventual result of this meeting. The body of the report describes a computer program designed to generate the optimal positions for transmitting and receiving units in regions of high density transmission. The received signal quality and interference levels tolerable are further examined. Descriptions of the relevant variables that must be considered are highly detailed. Flow charts of all processes described are included in the computer study. (RP)

ED 028 646 EM 007 165  
Meyrick, R. L.

"Medicine Today;" A Small Scale Trial of Subjective Responses of Doctors Viewing Television in Groups.

Association for the Study of Medical Education (England). Television Section.

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Attitude Tests, \*Educational Television, \*Medical Evaluation, Multiple Choice Tests, Professional Continuing Education, \*Questionnaires

Identifiers—Medicine Today

The intent of this admittedly small scale and unsophisticated trial was to test the response of General Practitioners to being given a form to fill out following a television broadcast, to test the value of the semantic differential method for testing subjective responses to the programs, and to see if some means of testing by multiple-choice questions could be used to assess knowledge gain immediately following the broadcast. Three programs of the BBC 2 production "Medicine Today" were selected as the subject matter for these tests. Clinical tutors and other organizers in ten areas were sent 270 forms on each of the three months to distribute to groups of doctors who met in hospitals and elsewhere to watch the lunchtime transmission of the programs. Replies from the General Practitioners numbered 104, 95, and 107 respectively for each of the three programs. The semantic differential provided the most valuable assessment of subjective responses so far obtained for these programs and was easily understood by the doctors. Multiple-choice questions following the second program proved to be confusing and were replaced by factual questions for the third program. A section including copies of the questionnaires and compilation of the responses is appended. (RP)

ED 028 647 EM 007 174  
Widerson, Harry I.

The Name of the Game—Simulation. Research Brief, Number 4.

ADAPT, A PACE Supplementary Educational Center, Visalia, Calif.

Pub Date 7 Jun 68

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—\*Educational Games, Educational Innovation, \*Games, Management Games, \*Resource Guides, \*Simulation

Simulation games are a recent innovative technique that can be used in the classroom. In the past these games have been used by the military, by industry, and by social scientists. Simulation emphasizes the inquiry approach to learning. Each student is an independent and individual learner who can interact with others and react to different situations. Advantages claimed for simulation include added motivation, improvement of problem-solving ability, emphasis on communication, and an interdisciplinary approach rarely achieved otherwise. Objections to the use of these games include fear that they breed conformism, emphasize winning over learning, and threaten discipline. An appendix lists 85 commercially produced games with the academic use of

the game and the grade level to which it applies and the manufacturer from whom it can be obtained. A bibliography of 48 items covers many approaches to simulation games. (RP)

ED 028 648 EM 007 180  
Bibliography of Materials Published about the

Edison Responsive Environment Learning System; The "Talking Typewriter."

Responsive Environment Corp., New York, N.Y.

Pub Date [68]

Note—8p.

Available from—Librarian, Responsive Environments Corp., 200 Sylvan Ave., Englewood Cliffs, N. J. 07632 (upon request)

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Adult Education, \*Annotated

Bibliographies, Aural Learning, Bibliographies,

\*Computer Assisted Instruction, Dropout

Rehabilitation, Educable Mentally Hand-

icapped, \*Educationally Disadvantaged, Ex-

ceptional Child Education, \*Handicapped Chil-

dren, Instructional Technology, Minimally

Brain Injured, \*Reading Improvement

Identifiers—REC, Responsive Environments Cor-

poration, \*Talking Typewriter

The bibliography includes items concerning use of the "talking typewriter" to aid reading skills, particularly among the disadvantaged and the handicapped. There are also items illustrating the ways to utilize this responsive environment device. The articles concentrate on the benefits slum children, deaf children, illiterate adults, and slow readers gain through the use of this system. Other areas covered include use of the machine in beginning reading with dropouts, teenagers, and preschool children. (RP)

ED 028 649 EM 007 181  
Stolurow, Lawrence M.

Computer Assisted Instruction. Education Automation Monograph Series, [Number One].

Pub Date 68

Note—94p.

Available from—American Data Processing, Inc., 19802 Mack Ave., Grosse Pointe, Mich. 48236

(\$24.00, subscription to the series, a set of four monographs)

Document Not Available from EDRS.

Descriptors—\*Computer Assisted Instruction,

\*Computer Based Laboratories, Computer

Oriented Programs, \*Costs, Game Theory, In-

dividual Instruction, \*Individualized Instruc-

tion, Interaction, Models, Problem Solving,

Programmed Instruction, Programed Tutoring,

Programming, Simulated Environment, Simula-

tion, Systems Development, Teaching Methods

Identifiers—\*Harvard Computer Aided Instruc-

tional Laboratory, Harvard Computing Center,

Harvard Graduate School of Education

Computer-assisted instruction (CAI) attacks

one of the greatest problems of education—how

to get sufficient variety in educational materials

to teach each individual without requiring a

group of trained personnel to prepare all possible

variations. CAI permits individualization elec-

tronically. CAI can be used to train problem sol-

ving, for drill and practice, to respond to

questions, for simulation and gaming, and for tu-

torial instruction. The CAI system interacts

dynamically with the student—it is responsive.

The development of CAI models, the examination

of student entry behaviors, and the cost of CAI

programs are discussed. References and an ap-

pendix on the Harvard University CAI Labora-

tory are included. (RP)

ED 028 650 EM 007 184  
Lekan, Helen A., Ed.

Index to Computer Assisted Instruction.

Wisconsin Univ., Milwaukee. Instructional Media Lab.

Pub Date Feb 69

Note—518p.

Available from—Instructional Media Lab., Univ. of Wis.—Milwaukee, Milwaukee, Wis. 53201

(\$7.50)

Document Not Available from EDRS.

Descriptors—\*Computer Assisted Instruction,

Computers, \*Course Descriptions, Develop-

mental Programs, Electronic Equipment,

\*Guides, Indexes (Locators), Instructional

Media, Multimedia Instruction, Programed Tu-

toring, Resource Materials, Student Charac-

teristics

This index contains information on 456 com-

puter-assisted instruction (CAI) programs and

projects developed by 51 organizations. The information was obtained from correspondence, annual reports, technical reports, and questionnaires which were sent to the producers of the program. The material is organized to list: the name of each program or program segment, the author, the source, a description, student prerequisites, instructional level, student mental ability level, average completion time, instructional logic, type of program, supplementary equipment or materials required, status of the program (whether operational or developmental), availability, sponsoring agency, available descriptive and evaluative literature, computer language used, central processing unit, and terminal configuration. The indices are divided according to subject matter, central processor, programming language, and source. (GO)

ED 028 651 EM 007 191  
Dubin, Samuel S. And Others

Telephone Interview Audience Analysis of WPSX-TV—its Measurement and Evaluation.

Pennsylvania State Univ., University Park. Continuing Education.

Pub Date 68

Note—28p.

Available from—Continuing Education, The Pennsylvania State University, University Park, Pa. 16802 (\$2.00)

Document Not Available from EDRS.

Descriptors—Adult Education, Audiences, Continuation Education, \*Educational Television, Questionnaires, Television Research, \*Television Surveys, \*Television Viewing

Identifiers—\*WPSX TV

The results of a telephone survey were used to estimate that 156,000 families watch WPSX-TV, an Educational television station located in central Pennsylvania. Of the sample contacted (N=1,984) 78% watched the station at least once a week and 15% watched daily. During the telephone interview 80% of the respondents agreed to fill out a follow-up questionnaire. Eight hundred and twenty questionnaires (50%) were received and evaluated. Proportionately more mothers than fathers, and more fathers than children watch WPSX. WPSX holds a greater proportion of the total TV audience than do five comparable ETV stations in other cities. The three most popular programs recalled were "French Chef," "NET Playhouse," and "Folk Guitar." Those who did not regularly watch WPSX most frequently cited unsatisfactory antenna reception as the reason. Descriptions of methodology of the survey and a copy of the questionnaire are appended to the results of the survey. (RP)

ED 028 652 EM 007 196  
Bolvin, John O.

The Use of Field Data for Improving IPI Materials and Procedures.

Pub Date 8 Feb 69

Note—15p.; Paper presented at the Annual Convention of the American Educational Research Assn. (Los Angeles, California, February 5-8, 1969)

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Classroom Materials, \*Educational Objectives, \*Evaluation Techniques, Individual Differences, Individual Instruction, \*Individualized Instruction, Instructional Materials, Programed Instruction, \*Program Evaluation,

\*Program Improvement, Student Evaluation, Teacher Evaluation

Identifiers—IPI, \*Project Individually Prescribed Instruction

The Individually Prescribed Instruction (IPI) Project incorporates minute facilities for evaluating and improving its effectiveness constantly, where necessary, so that it may achieve its desired goals. A field test of IPI on 25 schools in the school year 1967-8 comprising three areas of inquiry emphasized this feature. The schools were tested and selected for how scrupulously they had applied the system and, this requirement satisfied, the methods of prescription setting were examined. This examination indicated where and how more variety could be achieved in the individual prescriptions for the children. An evaluation of the area of objectives revealed, not only redundancies, but also the fact that a test used for measuring an objective may itself need re-evaluation. Lastly, the effectiveness of lesson materials was tested and this showed that some materials were insufficient, and that the methods

used for sampling some results were inadequate. Included is an appendix comprising materials and procedures used to obtain field data for the test. (GO)

**ED 028 653** EM 017 030

Fleming, Joel B.

Preschool in Appalachia—School without a Schoolroom.

Pub Date Mar 69

Note—4p.

Available from—Acolyte Publications, Inc., 647 N. Sepulveda Blvd., Los Angeles, Calif. 90049

Journal Cit—Educational/Instructional Broadcasting; v2 n3 p15-18 Mar 1969

Document Not Available from EDRS.

Descriptors—Home Study, Home Visits, Mobile Classrooms, Parent Counseling, Parent Participation, Preschool Education, \*Preschool Programs, \*Regional Laboratories, \*Rural Education, Summer Programs, \*Television  
Identifiers—AEL, \*Appalachia Educational Laboratory

The preschool education program that the Appalachia Educational Laboratory is currently testing and developing takes on four dimensions: a daily television program designed for home viewing; a home visitation program during which the parent has weekly personal contact with someone from the project; a mobile classroom which visits the children's area once a week giving the child an opportunity to work and play cooperatively with other children; and a summer transition program for children entering school in the fall. (LS)

**ED 028 654** EM 017 032

Ofiesh, Gabriel D.

ETV Revisited: A Reply to Professor Skornia.

Pub Date Mar 69

Note—3p.

Available from—Acolyte Publications, Inc., 647 N. Sepulveda Blvd., Los Angeles, Calif. 90049

Journal Cit—Educational/Instructional Broadcasting; v2 n3 p27-9 Mar 1969

Document Not Available from EDRS.

Descriptors—\*Commercial Television, Costs, \*Educational Television, Production Techniques, Public Television

The author analyzes Dr. H. J. Skornia's criticism of his essay, "The Failure of Educational Television." He clarifies the meaning of his statement that ETV must take lessons from commercial television and suggests that educational broadcasters make greater use of communication theory and research in audiovisual instruction in preparing their programs. (LS)

**ED 028 655** EM 017 033

Ringer, Barbara A.

Copyright Law Review and ETV.

Pub Date Mar 69

Note—3p.

Available from—C. S. Tepfer Publishing Co., Inc., 140 Main St., Ridgefield, Conn. 06877

Journal Cit—Educational Television; v1 n5 p24-5, 31 Mar 1969

Document Not Available from EDRS.

Descriptors—\*Copyrights, \*Educational Television, Federal Legislation, Government Role, \*Laws, Public Television

The history of copyright law in the United States since 1909 is outlined, with emphasis on educational television's unique position and concerns. The problems which ETV raises are illuminated by an account of the proceedings in the House of Representatives and in the Senate on a 1965 bill dealing with copyright law revision. (LS)

**ED 028 656** EM 017 041

Simmerding, Gertrud

Experience with Supplementary Material to Schools' Television.

Pub Date Jan 69

Note—4p.

Available from—Pergamon Press Limited, Headington Hill Hall, Oxford, England

Journal Cit—Educational Television International; v2 n4 p331-4 Jan 1969

Document Not Available from EDRS.

Descriptors—Broadcast Television, Educational Radio, English (Second Language), Instructional Improvement, \*Instructional Materials, \*Instructional Television, Maps, \*Multimedia Instruction, Tape Recordings, Telephone Instruction

Identifiers—Federal Republic of Germany

The author discusses her experiences in the preparation and application of supplementary materials for two instructional television series broadcast to classrooms in Bavaria. The first series, on maps, used only written materials, but the second one, an English language course, combined television and radio broadcasts, tape recordings, and a telephone service. (LS)

**ED 028 657** EM 017 044

Dirr, Peter, J.

How Can Broadcast ITV Survive?

Pub Date Apr 69

Note—5p.

Available from—Acolyte Publications, 647 N. Sepulveda Blvd., Los Angeles, Calif. 90049

Journal Cit—Educational/Instructional Broadcasting; v2 n4 p17-21 Apr 1969

Document Not Available from EDRS.

Descriptors—\*Broadcast Television, Closed Circuit Television, Costs, Educational Television, \*Financial Support, Home Instruction, \*Instructional Television, \*Program Proposals, Public Television, School Districts

Given the capacities and applications of closed-circuit instructional television and public (educational) television, the future of open-circuit (i.e., broadcast) instructional television looks bleak. Yet an analysis of the advantages of broadcast ITV leads the author to recommend that the medium remain a part of our educational system and to propose a plan for its use and support in the future. (LS)

**ED 028 658** EM 017 045

Hess, Gary

Learning Resources at the University of California, Santa Barbara—Form Follows Function.

Pub Date Apr 69

Note—6p.

Available from—Acolyte Publications, 647 N. Sepulveda Blvd., Los Angeles, Calif. 90049

Journal Cit—Educational/Instructional Broadcasting; v2 n4 p22-7 Apr 1969

Document Not Available from EDRS.

Descriptors—\*Campus Planning, \*Closed Circuit Television, Educational Facilities, Educational Philosophy, Electronic Equipment, Equipment Maintenance, Equipment Utilization, \*Facility Inventory, Production Techniques, Systems Approach, \*Video Tape Recordings

Identifiers—\*University of California at Santa Barbara

The closed-circuit television and videotape recording facilities and equipment of the University of California at Santa Barbara are described, with attention given to their applications. The educational philosophy which guides the school's Learning Resources program is also touched upon. (LS)

**ED 028 659** EM 017 046

MacCullough, Don

Is Validation What ITV Really Needs?

Pub Date Apr 69

Note—5p.

Available from—Acolyte Publications, 647 N. Sepulveda Blvd., Los Angeles, Calif. 90049

Journal Cit—Educational/Instructional Broadcasting; v2 n4 p30-4 Apr 1969

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Costs, Course Evaluation, Course Objectives, \*Curriculum Development, Instructional Design, \*Instructional Television, Lesson Plans, \*Validity, Video Tape Recordings

Identifiers—\*Dade County Florida Schools

The author explains the need for validation in instructional television, citing his experiences with the ITV mathematics series, "It Figures," in Dade County Florida. He also describes in some detail the application of validation to the development of a television series, discussing such items as the specification of behavioral objectives, the instructional design, and the cost of the validation process. (LS)

**ED 028 660** EM 017 047

Gross, Lynne S.

A Case for Visual Testing.

Pub Date Apr 69

Note—4p.

Available from—Acolyte Publications, 647 N. Sepulveda Blvd., Los Angeles, Calif. 90049

Journal Cit—Educational/Instructional Broadcasting; v2 n4 p35-8 Apr 1969

Document Not Available from EDRS.

Descriptors—Associative Learning, Health Education, \*Instructional Television, Learning Processes, \*Nonverbal Tests, \*Testing, Testing Problems, Test Validity, \*Visual Learning, \*Visual Measures

Students watching instructional television become visually oriented to the material presented, learning it by visual rather than verbal association. Yet most tests given to determine student comprehension are verbal. To resolve this inconsistency, the author proposes visual testing, a procedure which he explains and whose usefulness he illustrates through a series of examples, dwelling on the use of visual testing in a televised course in health education. (LS)

**ED 028 661** EM 017 048

Old Enough to Watch TV; Old Enough to Learn.

Pub Date Mar 69

Note—4p.

Available from—Gellert Publishing Co., 33 West 60 St., New York, N. Y. 10023

Journal Cit—Educate; v2 n2 p41-4 Mar 1969

Document Not Available from EDRS.

Descriptors—Beginning Reading, Commercial Television, Course Descriptions, \*Parent Role, \*Preschool Programs, Reading Development, \*Reading Instruction, \*Televized Instruction, Television Viewing

Identifiers—WFIL TV, \*Wordland Workshop

This article describes a doctoral research project which measured the success of a commercial television station's early morning, half-hour television series which effectively taught reading fundamentals to preschool children. The design of the reading lessons, the format of the shows, and the problems encountered by the series are the article's main points of consideration. (LS)

**ED 028 662** FL 001 038

Scott, Charles T.

The Linguistic Basis for the Development of Reading Skill.

National Federation of Modern Language Teachers Association.

Pub Date Dec 66

Note—10p.

Journal Cit—The Modern Language Journal; v50 n8 p535-544 December 1966

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—\*Applied Linguistics, Communication (Thought Transfer), English (Second Language), \*Language Instruction, Language Skills, \*Linguistic Theory, Oral Reading, Phonetic Analysis, Phonology, Reading Instruction, Reading Processes, \*Reading Skills, Second Language Learning, \*Skill Development, Teaching Methods, Written Language

Linguistic features of the reading process are described and used as a basis for some conclusions about the teaching of reading in a foreign language. For purposes of illustration, this discussion centers around the teaching of English reading skills to speakers of Japanese. The peculiarities of reading as a system of communication are outlined. Furthermore, assumptions are made about the problems involved in learning to read the alphabetic, syllabic, and logographic writing systems, with special attention given to the English alphabet system. To assure genuine success in the later controlled and free reading stages of reading skill development, this article suggests methods of strengthening the preliminary instruction of the relationship of phonological patterns to the written representation of utterances through oral reading drills. (AF)

**ED 028 663** FL 001 039

Sacks, Norman P.

"Modern Spanish" in an Intensive Program for Graduate Students: An Experiment and Some Reflections.

American Association of Teachers of Spanish and Portuguese.

Pub Date May 67

Note—10p.

Journal Cit—Hispania; v1 n2 p310-319 May 1967

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Academic Performance, \*Area Studies, Audiolingual Methods, \*Graduate Students, \*Intensive Language Courses, Language Instruction, Program Descriptions, Program Effectiveness, Program Evaluation, Questionnaires, Second Language Learning, \*Social Sciences, \*Spanish, Student Reaction, Summer Programs

Identifiers—Modern Spanish, University of Wisconsin



An intensive summer Spanish course conducted at the University of Wisconsin in 1965 for graduate social science majors studying in the Latin American area studies program is described. After outlining the details of the experimental course based on the "Modern Spanish" package and discussing its special implications for modern language teachers, the article focuses attention on a sampling of representative replies made by the participants to a comprehensive questionnaire concerning the effectiveness of their language study. Also included are some observations on the questionnaire results and class performance. (AF)

ED 028 664 FL 001 040  
Asher, James J.

**The Learning Strategy of the Total Physical Response: A Review.**

National Federation of Modern Language Teachers Association.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date Feb 66  
Contract—NR-154-257-12-8-64

Note—6p.

Journal Cit—The Modern Language Journal; v50 n2 p79-84 February 1966

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Behavioral Science Research, Behavior Theories, Conditioned Response, Japanese, Language Ability, Language Instruction, \*Language Research, Language Skills, \*Learning Theories, \*Pilot Projects, Psycholinguistics, Retention Studies, Russian, \*Second Language Learning, Stimulus Behavior, Teaching Techniques, \*Verbal Operant Conditioning

Described in this article are five pilot studies that explored the effects of the learning strategy of the total physical response under a variety of conditions using Japanese and Russian with adults and children. Some general conclusions suggest that dramatic facilitation in learning listening skills for a second language is related to acting out during retention tests. (AF)

ED 028 665 FL 001 041  
Rivers, Wilga M.

**Listening Comprehension.**

National Federation of Modern Language Teachers Association.

Pub Date Apr 66

Note—9p.

Journal Cit—The Modern Language Journal; v50 n4 p196-204 April 1966

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Auditory Training, Aural Learning, Aural Stimuli, \*Communication (Thought Transfer), Communication Problems, Communication Skills, Comprehension Development, Information Theory, Instructional Materials, Language Instruction, Language Skills, Learning Theories, \*Listening Comprehension, Listening Skills, Memorizing, \*Second Language Learning, \*Skill Development, \*Teaching Methods, Teaching Procedures

Special emphasis is placed on the potential of dialog learning in a discussion of a sequence of activities and materials appropriate for developing the recognition and selection levels of activity involved in listening to a foreign language. Also referred to are the (1) procedural features of presentation, (2) emotional problems possibly resulting from comprehension practice, and (3) development of community materials for common use. Regular comprehension practice with increasingly difficult materials is advised as an essential element in the effective development listening skills. (AF)

ED 028 666 FL 001 044  
Nacci, Chris N.

**Realizing the Reading Comprehension and Literature Aims via an Audio-Lingual Orientation.**

American Association of Teachers of Spanish and Portuguese.

Pub Date May 66

Note—7p.; Paper presented at the 47th Annual Meeting of the American Association of Teachers of Spanish and Portuguese, Chicago, Illinois, December 29, 1965

Journal Cit—Hispania; v49 n2 p274-280 May 1966

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—\*Audiolingual Methods, Bibliographies, \*College Language Programs, Course

Content, Course Descriptions, Drama, Foreign Language Books, Interest Scales, Language Instruction, Language Programs, Literature, \*Literature Programs, Novels, Rating Scales, \*Reading Comprehension, Reading Development, Reading Skills, Short Stories, \*Spanish, Teaching Techniques

Identifiers—Ohio, University of Akron

This is a description of an introductory Spanish and Spanish American literature course at the University of Akron. Its major feature is the grouping of 100 plays, novels, and collections of short stories by the students into a 7-point difficulty-interest scale. Inclass procedure is explained and suggested methods for assigning reading materials are included. Also presented is the audio-lingual rationale for using class recitation and discussion of reading. (AF)

ED 028 667 FL 001 068

Hocking, Elton

**Literature? No Literature?: A Rebuttal.**

Foreign Language Association of Northern Calif., Inc.

Pub Date Mar 67

Note—2p.

Journal Cit—North California Foreign Language Newsletter; v15 n60 p10-11 March 1967

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—Cross Cultural Training, Cultural Education, Cultural Enrichment, Educational Needs, Foreign Culture, \*Interdisciplinary Approach, Language Instruction, \*Language Learning Levels, \*Language Programs, Literature, Literature Appreciation, Program Effectiveness, \*Program Improvement, \*Secondary Schools, Student Needs

The details, exceptions, and qualifications not specified in a previous article published in the December 1966 Newsletter on the study of foreign culture as an alternative to the required study of literature in advanced levels of foreign language instruction are supplied. For a related document see FL 001 069. (AF)

ED 028 668 FL 001 069

Hocking, Elton

**What Shall It Be, Asks Hocking—Literature or Basketball?**

Georgia Foreign Language Consultants; Georgia State Coll., Atlanta. Dept. of Foreign Language.

Pub Date [Jan 67]

Note—2p.

Journal Cit—Foreign Language Beacon; v2 n2 p4-5 Winter 1967

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—Cultural Education, Dropout Prevention, Dropout Problems, Enrollment Influences, \*Enrollment Trends, \*Language Enrollment, \*Language Learning Levels, \*Language Programs, Literature, Program Content, Program Proposals, \*Secondary School Students

Attention is focused on (1) the chronic failure to attract a larger percentage of the student population, especially male students, and (2) the perennially high rate of attrition in intermediate and advanced language courses in secondary schools. The merits of offering the teaching of contemporary foreign culture as an alternative to the compulsory study of foreign literature at the advanced levels of high school language study are emphasized. (AF)

ED 028 669 FL 001 082

Wajskop-Hianne, M. Renkin, A.

**Semi-programmation et controle psychopedagogique (Semi-Programation and Psychopedagogical Control).**

Pub Date Feb 68

Note—24p.

Journal Cit—International Review of Applied Linguistics in Language Teaching; v6 n1 p63-86 February 1968

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—\*Audiolingual Methods, Audiolingual Skills, College Language Programs, \*Comparative Analysis, French, Language Instruction, Language Patterns, \*Language Research, Linguistic Theory, Memorizing, Morphology (Languages), \*Pattern Drills (Language), Phonetics, Programmed Units, \*Role Perception, Syntax, Teaching

With the immediate aim of reinforcing the productive and receptive control of ordinary spoken language, experiments were undertaken

using two methods of teaching French to university students with some knowledge of the written language. The first of the two groups involved in the experiment completed a 240-hour course consisting primarily of dialog repetition. The 200-hour course attended by the second group included, in addition to the dialog repetition, much partially programmed morpho-syntactic pattern drill in the language laboratory. Programming considerations were the phonetic features (particularly of the Sandhi phenomena) that are the main sources of error in decoding spoken French. The series of tests administered at the beginning and end of the courses indicated that both groups had achieved the same degree of improvement. However, the fact that the second group had accomplished the improved level with 40 fewer hours showed that dialog repetition, used in conjunction with pattern drills, was the more effective method. (JH)

ED 028 670 FL 001 115

Mihalovic, M., Comp.

**Reference Shelf for Russian Teachers.**

Iowa Univ., Iowa City.

Pub Date Apr 66

Note—6p.

Journal Cit—Iowa Foreign Language Bulletin; v9 n3 p6-10 Apr 1966

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—\*Bibliographies, Dictionaries, Encyclopedias, \*Foreign Language Books, Foreign Language Periodicals, Grammar, History Textbooks, Instructional Materials, Language Learning Levels, Literature, \*Reference Materials, \*Russian, \*Second Language Learning, Study Guides, Textbooks

This collection lists over 65 entries in English and Russian including bibliographical guides, encyclopedias, reference grammars, dictionaries, textbooks, periodicals, histories of literature, and history books. Textbooks cover (1) beginning and intermediate levels, (2) conversation and composition, and (3) readers. The addresses of three bookstores in the United States specializing in Russian materials are listed. (AF)

ED 028 671 FL 001 195

Jelavich, Charles

**East Central and Southeast European Studies in the United States.**

American Council of Learned Societies, New York, N.Y.; Social Science Research Council, Washington, D.C.

Pub Date Nov 68

Note—10p.

Journal Cit—ACLS Newsletter; :19 n7 p1-10 November 1968

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—\*Area Studies, \*Conference Reports, Cross Cultural Training, Cultural Awareness, Cultural Environment, Cultural Interrelationships, Educational Needs, European History, Geographic Regions, Interdisciplinary Approach, \*National Surveys, Program Development, \*Program Evaluation, Program Improvement, Slavic Languages, \*Western Civilization

Identifiers—East Central Europe, Southeast Europe  
This report concerns the results reached by the recent "Survey of East Central and Southeast European Studies," sponsored by the American Council of Learned Societies and the Social Science Research Council. Stimulated by the urgent need to understand the current significance and importance of this area and to appreciate its historic role in European civilization, this survey undertook to evaluate past American achievements in the study of the field and to make recommendations for future development. In the evaluation of the serious deficiencies existing in all disciplines in the study of the field, this discussion of the report's findings includes sections describing the purpose and organization of the survey, (2) some basic problems in the field, and (3) recommended steps to be taken in expanding and developing the field. (CW)

ED 028 672 FL 001 226

Bartley, Diana E.

**A Pilot Study of Aptitude and Attitude; Factors in Language Dropout.**

Palo Alto Unified School District, Calif.; Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Pub Date [68]

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75



Descriptors—Academic Aptitude, Articulation (Program), Dropout Identification, \*Dropout Problems, \*Dropout Research, Grade 8, Graphs, \*Junior High School Students, Language Ability, \*Language Enrollment, Language Learning Levels, \*Language Programs, Language Tests, Second Language Learning, Sequential Learning, Student Attitudes

Identifiers—California, Foreign Language Attitude Scale, Modern Language Aptitude Test, Palo Alto Unified School District

In an attempt to deal with the current foreign language enrollment and learning problems created by the number of students who discontinue foreign language study after the sixth to eighth grade learning sequence, this pilot study seeks to identify, through the use of the Modern Language Aptitude Test and the Foreign Language Attitude Scale with experimental groups of eighth grade students, the extent to which aptitude and attitude contribute to the dropout problem. Described in the report are the (1) research methods employed, (2) materials and testing procedures used, and (3) results obtained. Histograms based on percentages compare group performances. Also included is an analysis of results. (AF)

ED 028 673 FL 001 242

Bockman, John F.

A Comparative Study of Evaluations of Language Learning Potential by Aptitude Battery, Two Teacher Evaluations, and Student Self-Evaluation.

Tucson Public Schools, Ariz.

Pub Date [68]

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Aptitude Tests, Bilingual Students, \*Comparative Analysis, Evaluation Techniques, \*Language Ability, Language Proficiency, \*Language Research, Language Tests, \*Modern Languages, Predictive Ability (Testing), Predictive Measurement, \*Predictive Validity, Probability Theory, Questionnaires, Second Language Learning, Self Evaluation, Statistical Data, Student Evaluation, Teacher Attitudes

Identifiers—Arizona, Pimsleur Language Aptitude Battery, Tucson Public Schools

In an effort to support Carroll's premise that there might be a relationship between foreign language aptitude and the degree to which the learner is capable of coping with the pace of language instruction, this study describes the comparative effectiveness of predicting student language learning potential through the Pimsleur Aptitude Battery, teacher evaluations, and student self evaluations. A discussion of the project design includes information on details of (1) administering the aptitude battery to 1,587 first-year foreign language students in five Tucson public high schools, (2) the development of the language aptitude data for each individual, and (3) the results of the correlational studies. Five tables of statistical data supporting an outline of tentative conclusions precede a brief discussion of final conclusions. Comprising half the report are four appendices comparing the two teacher evaluations of a student and the student self-evaluation with the aptitude profile and prediction. (AF)

ED 028 674 FL 001 268

Westcott, D.B.

Native Speaker Program: Evaluation of a Pilot Project.

Hawaiian Language Teachers Association, Honolulu.; Hawaii Univ., Honolulu. Leeward Community Coll.

Pub Date Dec 68

Note—14p.

Journal Cit—The Hawaii Language Teacher; v10 n1 p58-71 December 1968

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Behavioral Objectives, \*Communication Skills, Comparative Analysis, Experimental Programs, Experimental Teaching, Language Laboratory Use, \*Language Research, Language Tests, \*Native Speakers, Pilot Projects, \*Program Evaluation, Resource Staff Role, \*Second Language Learning, Student Attitudes, Student Role, Teacher Role, Teaching Techniques, Verbal Communication

With the idea of providing a valid conditioning and testing situation by which the student's self-confidence and effectiveness in communicating in a foreign language could be improved, this study

evaluates a pilot project designed to identify and measure the effects of having a native speaker in the classroom for a period of time as opposed to a situation not employing a native speaker. After proposing the experimental problem and hypotheses, this report, in a discussion of the assumptions upon which the study is based, considers the questions of student motivation, language proficiency, instructional objectives, and the language laboratory-native speaker relationship. After defining the terms essential to the understanding of the experiment, the report clarifies the roles of the teacher, student, and native speaker in the study. Explanations of the experimental design, interscorer reliability, and post-test findings precede an extensive commentary on experiment results based on observation and student evaluation. (AF)

ED 028 675 FL 001 280

A Practical Spanish Grammar for Border Patrol Officers.

Border Patrol Academy, El Paso, Tex.

Spons Agency—Department of Justice, Washington, D.C. Immigration and Naturalization Service.

Report No.—GPO-1968-0-295-037

Pub Date 68

Note—231p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 1968-0-295-037, \$1.25)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Crime, Federal Government, Federal Laws, Foreign Relations, Idioms, \*Immigration Inspectors, Instructional Materials, \*Language Instruction, Language Programs, Legal Problems, Second Language Learning, \*Spanish, Special Classes, Special Education, \*Textbooks, \*Traditional Grammar, Vocabulary

Identifiers—Border Patrol Academy, El Paso, Texas

Designed to be used in the Spanish training program for probationary officers at the Border Patrol Academy in El Paso, Texas, this revised 21-lesson traditional grammar text includes special features that make it pertinent to the job of a patrol inspector in the Mexican border area. An extensive appendix is comprised of exercise translations, useful expressions lists, practice dialogs and readings, vocabulary sections, and a listing of legal and criminal vocabulary. (AF)

ED 028 676 FL 001 301

The Sixth Annual Report of the United States Advisory Commission on International Educational and Cultural Affairs: Is Anyone Listening?

State Univ. System of Florida, Tallahassee.

Report No.—H-Doc-91-66-GPO

Pub Date 21 Jan 69

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Administrative Agencies, Agency Role, \*Annual Reports, \*Cultural Activities, Cultural Exchange, Evaluation Needs, Exchange Programs, Federal Government, \*Federal Programs, Financial Needs, Foreign Relations, Government Role, Intercultural Programs, \*International Education, \*International Programs, Library Programs, Personnel Needs, Program Effectiveness, Program Evaluation, Program Proposals

After an introductory commentary in which recommendations for and evaluations of the government's handling of international educational and cultural affairs are offered, this report indicates a need for continuity of personnel in both the Advisory Commission and the Bureau of Educational and Cultural Affairs. A proposal is made to establish a separate agency to coordinate all government-sponsored international educational and cultural programs, and suggestions for needed reorganization are outlined. Remarks about the long-range damage done to overseas operations by the revelations concerning the Central Intelligence Agency's involvement in foreign educational activities are made. A discussion of funding problems includes the establishment of a need for grants to pursue evaluation studies. Comprising the final section are the suggestions offered by the Government Advisory Committee on International Book and Library Programs. (AF)

ED 028 677 FL 001 302

The Effectiveness of the Use of Foreign Languages in Teaching Academic Subjects. A Research Contribution to Educational Planning.

Virginia State Dept. of Education, Richmond. Div. of Educational Research.

Pub Date Sep 68

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Data Analysis, Educational Objectives, Evaluative Thinking, Experimental Programs, French, \*History Instruction, Integrated Curriculum, \*Interdisciplinary Approach, \*Language Instruction, Language Learning Levels, \*Language Research, Program Evaluation, Questionnaires, Research Projects, \*Secondary School Students, Second Language Learning, Spanish, Tables (Data), Test Results

Identifiers—Alexandria, Arlington County, Fairfax County, Richmond, \*Virginia

Designed to ascertain whether advanced students could apply language skills acquired through a minimum of three years of study to a practical purpose such as an academic subject, this report describes and evaluates a 2-year research project involving the teaching of history in French or Spanish in a number of Virginia high schools. Following a discussion of the study problem, development, and objectives, and a description of the experimental design, this document places major emphasis on the summarization and analysis of data obtained from (1) teacher, student, and consultant evaluations, (2) experimental and control group grades, and (3) pre- and post-test scores on the Modern Language Association and World History Tests. In the two final sections, relationships are drawn between the study objectives and results, and the status of continuing, current, and future interest in teaching another subject in a foreign language is cited. Included in the three appendices are a copy of the teacher evaluation sheet and lists of those who assisted in the study. (AF)

ED 028 678 FL 001 304

Edgerton, Mills F., Jr., Ed.

Sight and Sound: The Sensible and Sensitive Use of Audio-Visual Aids. Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages, 1969.

Northeast Conference on the Teaching of Foreign Languages, Inc.

Pub Date 69

Note—125p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Avenue, New York 10011 (Order No. NEC-69, \$3.00)

Document Not Available from EDRS.

Descriptors—\*Audiovisual Aids, Audiovisual Instruction, \*Conference Reports, Educational Television, Filmstrips, Instructional Films, Instructional Media, \*Language Instruction, Language Programs, Language Teachers, Mechanical Teaching Aids, Media Technology, Overhead Projectors, Pictorial Stimuli, \*Program Descriptions, Slides, Stimulus Devices, Tape Recordings, Teaching Techniques, \*Use Studies

Included in this volume are the reports dealing with the effective use of audiovisual media in foreign language instruction and developed by the working committees of the sixteenth annual Northeast Conference on the Teaching of Foreign Languages. Six individuals prepared the media descriptions and selected the demonstrations described in the systematic presentation of each of the principal kinds of audiovisual materials available for classroom use and of the more important ways in which each can be used to enhance student experience and insight into a foreign language and its culture. Taken into consideration in these evaluations are such media as (1) nonprojected visuals (analysis by Brenda Frazier), (2) sound recordings (Jermaine Arendt), (3) slides and filmstrips (Hilary Hayden), (4) overhead projectors (James J. Wrenn), (5) motion pictures (Allan Gundstrom), and (6) television (Joseph Sheehan). (AF)

ED 028 679 FL 001 305

The Language Laboratory in Virginia: A Survey Report. A Research Contribution to Educational Planning, Volume 50, Number 6.

Virginia State Dept. of Education, Richmond. Div. of Educational Research.

Pub Date Nov 67

Note—55p.

**EDRS Price MF-\$0.25 HC-\$2.85**

Descriptors—Audio Active Laboratories, Audio Passive Laboratories, Electronic Classrooms, Facility Utilization Research, \*Language Laboratories, \*Language Laboratory Equipment, \*Language Laboratory Use, Questionnaires, Research Projects, School Surveys, \*Secondary Schools, State School District Relationship, \*State Surveys, Statistical Data, Statistical Surveys, Tables (Data)

Identifiers—Virginia

Described in this report is a survey conducted to acquire detailed information about the number, kinds, and uses of language laboratories in Virginia's public secondary schools. An introductory section discusses the development of a questionnaire, its distribution to school superintendents, and the analysis of the results. The major part of the report consists of six tables of statistical data supplemented by brief analytical summaries of the research findings relevant to (1) types and numbers of facilities, (2) frequency and kinds of usage, (3) names and locations of laboratory directors, and (4) distribution and identification of the various makes of equipment used. A summary of findings is based on statistical information and the responses elicited from teachers, administrators, and supervisors. Also included are an outline of recommendations, a copy of the questionnaire, and a glossary of basic language laboratory terms. (AF)

ED 028 680

FL 001 314

Bird, Thomas E., Ed.

**Foreign Language Learning: Research and Development: An Assessment. Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages, 1968.**

Northeast Conference on the Teaching of Foreign Languages, Inc.

Pub Date 68

Note—118p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Avenue, New York 10011 (Order No. NEC-68, \$3.00)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education, Comparative Analysis, \*Conference Reports, Experimental Programs, \*Instructional Innovation, Language Development, Language Instruction, \*Language Programs, \*Language Research, Latin, \*Linguistic Theory, Pilot Projects, Programed Instruction, Programed Materials, Program Evaluation, Program Improvement, Psycholinguistics, Second Language Learning, Semantics, State Programs

Identifiers—Dade County, Florida, Indiana Language Program, Washington Foreign Language Program, Artes Latinae

Included in this volume are the reports on foreign language research and development produced by the three working committees of the fifteenth annual Northeast Conference on the Teaching of Foreign Languages. Discussions of (1) the Indiana and Washington State programs, (2) "Artes Latinae," a complete project of programed learning materials for the first level of Latin, and (3) the two patterns of bilingual education employed in Dade County, Florida public schools comprise the report on innovative foreign language programs developed by the committee headed by Oliver Andrews, Jr. The group chaired by Seymour O. Simches compares the foreign language classroom, student, teacher, and instruction in 1898 and 1968. In the report on the achievement of liberated expression, the committee headed by Mills F. Edgerton, Jr. discusses (1) relevant psycholinguistic considerations, (2) desiderata and existing materials, and (3) reasons why the "semantic component" must be treated explicitly in formal foreign language instruction. (AF)

ED 028 681

48

FL 001 324

**Foreign Language Display Library Catalog. Supplement to Studies in Language and Language Behavior, Progress Report VII.**

Ann Arbor Public Schools, Mich.; Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—SLB-PR-8

Bureau No.—BR-6-1784

Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—194p.

**EDRS Price MF-\$0.75 HC-\$9.80**

Descriptors—\*Book Catalogs, English (Second Language), \*Fles, Foreign Language Books, German, \*Instructional Materials, Language Instruction, \*Language Programs, Language Teachers, Latin, Reading Materials, Romance Languages, Russian, \*Secondary Schools, Special Libraries, Textbook Publications, Textbook Selection, Uncommonly Taught Languages, Workbooks

Identifiers—\*Foreign Language Display Library, Michigan

Designed as a tool for foreign language teachers attempting to keep updated on the constantly proliferating number of printed materials being produced for use in elementary and secondary school language classes, this catalog attempts to bring together in one collection a representative selection of foreign language texts, readers, workbooks, and instructional materials currently available from 50 publishers. The catalog is arranged alphabetically by publishers within individual language sections. Although there is a heavy representation of French and Spanish entries, considerable attention is given to English, German, Latin, and Russian items. Other languages represented are Arabic, Chinese, Greek, Hebrew, Icelandic, Italian, Japanese, Norwegian, Polish, Portuguese, and Romanian. Included is a special section listing selective publications available from the Modern Language Association-American Council on the Teaching of Foreign Languages Material Center. Also found are commentaries on the new Foreign Language Display Library for Michigan teachers and projected additions for catalog supplements to be released every six months. (AF)

ED 028 682

48

FL 001 325

Keiler, Allan

**Surface Structure and Deep Structure in Latin Syntax. Studies in Language and Language Behavior, Progress Report VIII.**

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—SLB-PR-8

Bureau No.—BR-6-1784

Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—15p.

**EDRS Price MF-\$0.25 HC-\$0.85**

Descriptors—\*Deep Structure, English, Instructional Innovation, Language Research, \*Latin, Linguistics, Linguistic Theory, Phrase Structure, Sentence Diagramming, Sentence Structure, Structural Analysis, Structural Grammar, \*Surface Structure, \*Syntax, Teaching Methods, Transformation Generative Grammar, Transformations (Language), \*Transformation Theory (Language), Verbs

In an attempt to apply recent developments in transformational grammar to Latin syntax, this report analyzes first English, then Latin sentences for both deep and surface structures through transformational and phrase structure grammar methods. Auxiliary nodes, problems of Latin verb complementation, and the gerund and gerundive constructions are the syntactical problems in Latin considered. (AF)

ED 028 683

HE 000 229

Duster, Troy

**Student Interests, Student Power, and the Swedish Experience.**

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date May 68

Note—8p.

Journal Cit—The American Behavioral Scientist; v9 #5 p21-27 May 1968

**Document Not Available from EDRS.**

Descriptors—\*Administration, Faculty Promotion, \*Higher Education, \*Student College Relationship, Student Interests, \*Student Participation, \*Student Role, Student Unions

Identifiers—\*Student Power, Sweden

Whether students should be directly represented in the governing councils of the university can be answered only after considering whether there are important differences of interests between students and those who now govern. In the US, faculty and administrators have typically denied the presence of conflicting student interests and cited a "community of scholars." But it is possible to speak of "faculty interests" because the major system of rewards has resulted in the faculty's dominant interest in

research and publishing. "Administration interests" can also be isolated. Because the administration functions as a bureaucracy, the most certain path to organizational success is compliance with the orders of line superiors. Although faculty and administration have different reward systems, there is no fundamental conflict of interests and they, moreover, confront each other rarely. The largest group, the students (who are significantly affected by faculty interests), have mixed motivations but share a common quest for citizenship—a desire for an authoritative voice in university policy making. A historical perspective indicates that these demands have grown in reaction to the increasing professionalism of the faculty and administration. The Swedish experience illustrates a model of viable student participation in university governance. There, student unions operate and control all student housing, registration, student buildings and recreational facilities and food services, and student influence on educational policy is felt at every level. (JS)

ED 028 684

HE 000 296

Lunsford, Terry F.

**Educational Innovations in Response to Student Activism: Developments at Berkeley and San Francisco State College.**

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 18 Jun 67

Note—8p.; Paper presented at Conference on Innovation in Higher Education, Albany, New York, June 18-20, 1967

**EDRS Price MF-\$0.25 HC-\$0.50**

Descriptors—\*Activism, \*Educational Innovation, Faculty Advisors, \*Higher Education, \*Institutional Environment, \*Student Attitudes, Student Participation

As student activists grapple realistically with problems of rules and the distribution of power, they are asking for more "authentic" and meaningful interaction with each other and with faculty members. In response to student activism, educational innovations are underway at the University of California at Berkeley and at San Francisco State College. At Berkeley, the Board of Educational Development (BED), created to give encouragement and approval to new programs designed to improve ways of teaching and learning, has approved 9 student-developed courses. Groups of 3 to 6 students meet with a professor each week for "tutorials," or intensive discussion of readings and lecture materials. Other efforts include work-study arrangements, a summer "residence college," interdisciplinary courses, one-course pass-fail options, and independent study. The most important change is official sanction by university mechanisms of continuing educational reform. At San Francisco State, the Experimental College was initiated by students, with faculty and administrative assistance and encouragement, to provide a "counter-environment of freedom" on the campus. Courses range from fairly technical subjects to explorations in understanding self and society. The attitudes of key faculty, students, and administrators are changing because of their involvement with experimental programs at the College. (WM)

ED 028 685

HE 000 339

Clark, David L. Guba, Egon G.

**Effecting Change in Institutions of Higher Education.**

National Inst. for the Study of Educational Change, Bloomington, Ind.

Pub Date Oct 66

Note—39p.

**EDRS Price MF-\$0.25 HC-\$2.05**

Descriptors—Behavior Change, \*Change Agents, Educational Objectives, \*Higher Education, \*Institutional Role, \*Organizational Change, \*Planning

The argument of this paper on systematic change in institutions of higher education is that "(1) there are identifiable functions which appear to be necessary in effecting a program of planned change in an institution and/or a social process field; (2) colleges and universities do not presently seem to be engaging in systematic efforts to carry out these functions; (3) the gap between what is needed and what is done can probably be explained on several counts...but...its existence accounts for the rigidity of programs in such settings and the low level of institutional development which threatens the role of the



university as a significant change agent in our society." Section I presents the logical structure of the change process and includes an 8-category classification schema developed to describe the process. Section II describes how the functions discussed in Section I are currently "illogically" attended to in American colleges and universities. Section III attempts to explain the dysfunction between the logic of the change process and academic cultural and behavioral patterns; and Section IV identifies strategies for change that the universities should adopt if they want to preserve their culture. (JS)

ED 028 686

HE 000 381

Lathrop, Richard G.

Unit Factorial Ratings by College Students of

Courses and Instructors.

Chico State Coll., Calif.

Pub Date 68

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Course Evaluation, \*Faculty Evaluation, \*Higher Education, \*Learning, Learning Processes, \*Student Opinion

Identifiers—\*Perceived Learning

The current study was designed to test Lathrop and Richmond's (1967) conclusion that perceived learning is an important factor in faculty evaluations. A 17 item questionnaire including the perceived learning area was administered to 470 students (2 classes in each of 8 departments) at Chico State College. Separate multiple regression equations for the prediction of instructor ratings and for course evaluations indicated that perceived learning is one of three factors significantly influencing these ratings. A supplementary finding was that students can rate unit factorial items with relative independence. The results constitute strong support for Lathrop and Richmond's conclusion. A theoretical framework for student's ratings of courses and instructors is advanced. (Author)

ED 028 687

HE 000 384

Financial Aspects of Interinstitutional Cooperation: Unit Costs in Cluster and Non-Cluster Colleges.

Claremont Graduate School and Univ. Center, Calif.

Spons Agency—Esso Education Foundation.

Pub Date Jun 68

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—\*Cluster Grouping, \*Correlation, \*Educational Finance, Higher Education, \*Interinstitutional Cooperation, \*Unit Costs

The Claremont Colleges started the first US cluster experiment in 1925. Through the cluster concept, the personal values of the small college have been preserved while it secured facilities of the university. What is not known is whether educational resources have been enriched at a faster rate than the rise in unit cost. The purpose of this study was to examine the assumption that certain offices or services operate more economically on a central basis in cluster colleges than the same offices or functions in individual non-cooperating colleges. Eighteen individual colleges were selected for comparison with 4 of the 5 Claremont Colleges on enrollment, annual expenditures, academic reputation, selectivity, faculty compensation level, assets, endowment, tuition, sex, and curricular emphasis. Findings reveal that in some areas—library, business office, and health services—there are advantages such as cost benefits and increased resources in a central operation. These profits are gained because the individual small colleges have the size advantage of the group which permits unit costs to decrease at lower enrollment levels. Individual independent colleges, large or small, receive only what they can individually support. For the other areas studied, sufficient data were not available to determine any advantage to cluster or non-cluster colleges. (WM)

ED 028 688

HE 000 387

Master Plan for Higher Education in Maryland. Phase One.

Maryland Council for Higher Education, Baltimore.

Pub Date Nov 68

Note—152p.

Available from—Maryland Council for Higher Education, State Office Annex, 2100 Guilford Avenue, Baltimore, Maryland 21218

Document Not Available from EDRS.

Descriptors—\*Educational Planning, \*Higher Education, \*Master Plans, Program Coordination, \*State Aid

Phase I of the Master Plan for Higher Education in Maryland sets forth an assessment of the needs for and of higher education in the state, and develops a design for meeting these needs. The purposes of the Plan are to provide for the most effective and economical use of the state's educational resources, to make the commitment of the state to higher education clear, to articulate a public policy for educational development, and to increase the citizens' understanding of the problems that face higher education in the future. Chapter I contains the purposes, goals, and objectives of the Master Plan. Chapter II provides the statistical background, the current situation, and projections of future enrollments and costs of higher education. Chapter III reports on the concerns and problems of higher education in Maryland, their relevance to national and international trends, and how these issues affect the relationships between faculty, students, programs, and facilities. Chapter IV presents recommendations for a coordinated system of quality education in Maryland. Phase II of the Plan will continue the discussion of overall higher education planning, but will deal more specifically with the refinement and development of projections, instruments and standards referred to in Phase I. The entire Master Plan will provide for the continuous adaptation of the higher education system to the changing needs of Maryland. (WM)

ED 028 689

HE 000 388

Monahan, Edward J. And Others

Decision Making in Higher Education.

American Association for Higher Education, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date 11 Sep 68

Note—30p.; Speeches given at the Summer Conference of the American Association for Higher Education, Dallas, Texas, July 1, 1968

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Activism, \*Administrative Policy, Educational Objectives, \*Governance, \*Higher Education, \*Student Behavior, \*Teacher Participation, University Administration

Identifiers—\*Duff-Berndahl Report

The paper contains shortened versions of 5 addresses given at the 1968 Summer Conference of the American Association for Higher Education. The Duff-Berndahl Report on University Government in Canada recommends a change in the balance of power within the structure of Canadian university government. Its proposals for reform include less board and administrative governance, increased faculty participation, and a closer relationship between Canadian university boards and academic senates. One address reviews the Report and the implementation of some of its recommendations by a majority of Canadian universities, and another address presents the Report's implications for the governance of US colleges and universities. A third address analyzes the causes of student unrest and presents ways, within a proposed university structure, of resolving issues that cause insurrections among students as well as other campus problems. The fourth paper deals with the meaning of governance, behavioral differences of individuals on various campuses, the value conflict between teaching and research, meaningful communication on institution-wide problems, faculty attitudes toward governance, and administrative leadership. The fifth speech presents an analysis of typical students, and their concerns about the lack of responsiveness at their colleges and the need for relevance of higher education to society. (WM)

ED 028 690

HE 000 394

Miller, Carroll L.

Graduate Education in the Predominantly Negro Institution.

Howard Univ., Washington, D.C.

Pub Date 15 Nov 68

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*Curriculum Evaluation, Educational Objectives, \*Educational Quality, \*Graduate Study, \*Higher Education, Institutional Role, \*Negro Colleges

The goals of the graduate schools in predominantly Negro institutions are comparable to those of graduate education in other US institutions. However, graduate education in

Negro universities has 2 unique functions: (1) to provide programs which meet criteria in terms of adequacy while preparing graduate students for significant roles in the black community, and (2) to stimulate intellectual activity among students and faculty in order that viable graduate programs may become typical rather than the exception. The rapidly changing picture of graduate education in these institutions suggested the need for a study of the status of their graduate programs in 1968. An open-ended questionnaire was sent to administrators at 20 predominantly Negro institutions offering graduate instruction in the 1963-1964 school year. A total of 1,139 master's degrees and 14 Ph.D. degrees were granted by 15 of the 20 institutions in the 1967-1968 academic year. Problems reported include: the recruitment of good students and a capable staff, financial aid for students, allocation of adequate staff time for research, and the need for adequate equipment, supplies, and physical facilities. The paper also discusses the framework within which graduate education in Negro institutions was developed, and considers the future of their graduate work in terms of staffing, students, and programs. (WM)

ED 028 691

HE 000 409

New Careers and Curriculum Change. Report of a Conference on Curricular Change in the Traditionally Negro College for New Career Opportunities.

Southern Regional Education Board, Atlanta, Ga. Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 68

Note—62p.; Report developed at a writing conference held at Warren Wilson College, Swannanoa, North Carolina, June 21-July 1, 1968

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—\*Career Opportunities, Curriculum Development, \*Educational Change, \*Higher Education, \*Negro Colleges, \*Negro Students, Organizational Change, Social Change

New opportunities can be achieved only with the support of appropriate curricula. To explore the special needs of Negro students, in terms of both curriculum and services, and to produce this report—intended as "a definitive publication for the use of institutions enrolling significant numbers of Negro students"—a summer workshop was held at Warren Wilson College in 1968. The report is divided into 3 sections, each of which deals with special facets of accelerating curricular change. The first examines social, economic and cultural changes taking place which can be expected to increase and which call for prompt accommodation in the curriculum. The students' attitudes, outlooks and expectations as they react to social and educational changes are discussed. The second section deals with specific subjects and programs within the curriculum. Obstacles to effecting change are outlined and new orientations for various disciplines are suggested. The final section, "A Call to Action," puts forth 19 recommendations based on major conclusions of the conference participants. An Appendix lists a wide variety of jobs available to college graduates. (JS)

ED 028 692

HE 000 411

Gross, Edward Grambsch, Paul V.

University Goals and Academic Power.

American Council on Education, Washington, D.C.

Pub Date 68

Note—173p.

Available from—American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. (\$3.50)

Document Not Available from EDRS.

Descriptors—Academic Freedom, \*Administrator Attitudes, \*Educational Objectives, \*Governing Boards, Higher Education, \*Institutional Role, \*Teacher Attitudes, University Administration

The study compares the background and characteristics of administrators and faculty, and their perceptions of what the goals of the university are, what they should be, and what persons or groups are in positions of real power. An attempt was also made to ascertain how the global characteristics and power structure of the university are related to its goal emphases and to the goal values of its leading personnel. The instrument used was a questionnaire that contained a list of 47 university goals and was designed to provide a perceived and a preferred goal structure, both for the overall sample of 68 public and



private institutions and for each university in the sample. Study findings revealed that there is more agreement than may be commonly supposed between the views of faculty members and those of administrators. In the analyses of global characteristics and of power structure, clear differences emerged between elitist goals at universities that emphasize intellect, scholarship, faculty interests, and prestige, and "service" goals at universities that stress nonintellectual student development, direct service to the community, and the satisfaction of outside constituencies. The high degree of congruence between perceived and preferred goals accentuates the selective nature of the US university, and its tendency to attract and retain faculty and administrators who are in basic sympathy with its goal emphases. (WM)

**ED 028 693** HE 000 433  
**Detroit Institute of Technology ... Today, Tomorrow, and in the Generation Ahead.**

Academy for Educational Development, Inc., New York, N.Y.

Spons Agency—Detroit Inst. of Technology, Mich.

Pub Date 68

Note—74p.

Available from—Detroit Institute of Technology, 2300 Park Avenue, Detroit, Michigan 48201

**Document Not Available from EDRS.**

Descriptors—\*Campus Planning, \*Educational Planning, Enrollment Projections, Financial Support, \*Higher Education, \*Institutional Administration, Manpower Development, \*Urban Universities

The Detroit Institute of Technology (DIT) consists of 3 colleges, 1 each of liberal arts and sciences, business administration, and engineering. The report recommends a year-by-year plan for the Institute's development, based on the assumptions that a war will be avoided in the years ahead, that the national economy and several segments of the Detroit area will grow during the next 10 to 15 years, that the need for highly educated and trained manpower will increase and enrollment in institutions of higher education will rise steadily until at least 1980, that private institutions will continue to provide a significant portion of higher education opportunity, and that leading businessmen and civic leaders in Michigan will provide increased financial resources for the Institute. Questions of DIT's future are presented with accompanying discussions on the kind of institution DIT could be, the type of students, faculty, and administrators it will bring together, its organization and program, the cost of building and running DIT as a high-quality institution in the future, and how to close the gap between what DIT is and what it could be. The report also proposes interinstitutional cooperation between DIT, Wayne State University and other institutions, and suggests more cooperation with private entrepreneurs and city, state and federal governments for redeveloping Detroit's central city. (WM)

**ED 028 694** HE 000 484

VanDusen, William D. O'Hearne, John J.

**A Design for a Model College Financial Aid Office.**

College Entrance Examination Board, New York, N.Y.

Spons Agency—Texas Coll. and Univ. System, Austin, Coordinating Board.

Pub Date 68

Note—54p.; This report is part of a 3-volume survey of college student financial aid in Texas, with projected needs through 1980

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (\$1.00)

**Document Not Available from EDRS.**

Descriptors—\*Administrative Organization, Educational Finance, Financial Policy, Financial Services, \*Financial Support, \*Higher Education, \*Office Management, Personnel, \*Student Loan Programs

Identifiers—\*Texas

Much of the information used in this report on a model college financial aid office prepared for the Coordinating Board, Texas College and University System, was obtained from a survey conducted in 1965-66 by the Bureau of Applied Social Research of Columbia University. As part of the survey, questionnaires were sent to directors of financial aid at 1,094 regionally ac-

credited, 4-year, degree-granting institutions. Usable responses were obtained from 849 and constitute the most current and comprehensive information available nationally about trends and activities in the administration of student financial aid. The report covers: Development of aid programs and their current forms; a statement of the most widely accepted principles in financial aid administration; the need for centralization of operational activities in the aid office; the administrative structure of the aid office and the roles of faculty and staff advisory committee; the aid office's relations within the institution to faculty and academic activities, to the admissions office, business office, registration, records and data-processing offices, dean of students office, counseling, testing and health centers, and to the development and alumni offices. The report also discusses relations with off-campus agencies and individuals, such as secondary schools and community colleges, sponsors of funds, professional colleagues, and general office procedures, including administering aid applications and analyzing student needs. (JS)

**ED 028 695** HE 000 485

Dressel, Paul L. DeLisle, Frances H.

**Undergraduate Curriculum Trends**

American Council on Education, Washington, D.C.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date 69

Note—93p.

Available from—American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$2.00)

**Document Not Available from EDRS.**

Descriptors—Course Organization, \*Curriculum Development, Educational Innovation, \*Educational Practice, \*Higher Education, \*Social Change, \*Undergraduate Study

Catalogs of 322 US colleges and universities for the years 1957 and 1967 were analyzed to determine the range and frequency of prevailing undergraduate curricular practices on a national level. The institutions chosen for the study were representative as to type, control, size, geographic location, and accreditation region in proportion to the total in each of these categories in the US. Findings revealed that undergraduate curricular requirements as a whole have changed very little in 10 years. There are definite trends toward the reduction in specific requirements in particular subjects, resulting in an increased degree of flexibility for students in how they fulfill requirements. To a limited extent, mathematics and the natural sciences have assumed a stronger position in the curriculum, and history, philosophy, and religion are now more commonly used as alternatives in a distribution requirement instead of being given the preferred position as specific requirements. The most marked curricular changes are in those aspects which have been labelled as individualization: study abroad, work study, community service, honors, independent study, and comprehensive examinations. In most cases, requirements were restated in terms of new patterns of organization and course offerings and updated to include new disciplines. (WM)

**ED 028 696** HE 000 500

Wilson, Logan

**Protest Politics and Campus Reform.**

Pub Date Nov 68

Note—21p.

Journal Cit—Administrative Law Review; v21 n1 p45-64 Nov 1968

**EDRS Price MF-\$0.25 HC-\$1.15**

Descriptors—\*Activism, \*Administrative Policy, \*Educational Objectives, \*Higher Education, \*Institutional Administration, Power Structure, \*Student Participation

It has been increasingly evident that significant numbers of students are profoundly dissatisfied with the status quo, on as well as off the campus, and many of them are ready to use force and violence to change it. In some instances student activists want more participation in decision making, and in others they seek complete control. The organized black students generally use power tactics to gain concessions for themselves rather than to effect drastic alterations in college structure and function. Despite the ends sought by these various groups and although most of them use confrontation tactics, some of the protest reflects legitimate concerns. Instead of adopting

an authoritarian posture, it would seem more sensible to acknowledge the presence of student activists, keep their protest within reasonable bounds, and take a hard look at what forms of "participatory democracy" are compatible with the institution's central purpose. For whatever the nature and purposes of the university may be, order on the campus is a necessity, and responsibility for maintaining it must be shared by all members of the campus community. Institutions should be prepared to make functional and structural changes, but it should be emphasized that they exist to serve the larger society rather than to further demands of the moment on their campuses. The kind and degree of participation should depend upon individual capability and performance. (WM)

**ED 028 697** HE 000 509

**Confrontation or Participation? The Federal Government and the Student Community. A Report to the President of the United States by the White House Fellows Association.**

White House Fellows Association.

Pub Date Oct 68

Note—32p.

**EDRS Price MF-\$0.25 HC-\$1.70**

Descriptors—\*Activism, \*Communication Problems, Federal Government, \*Governmental Structure, Political Attitudes, \*Social Change, \*Student Attitudes, Student Participation

In May 1968, President Johnson called upon the White House Fellows Association to develop a plan for bringing outstanding college students to Washington for a series of seminars with government leaders on key issues of the times. The resulting study revealed that communications channels between the federal government and students in the US were inadequate, and that students felt this communications problem to be symptomatic of a more pervasive problem: a general weakening of the sense of "community" in the twentieth century. While young people are criticizing today's America, they are also forging the questions and themes for the America of tomorrow. Activist students, in their attempts to bring about change in institutional structures, are adhering either to confrontation politics—which reflects the belief that US institutions cannot be changed by working within the system but must be confronted from without and forcefully brought to a halt—or to the politics of participation, which involves working within the system to produce change. The form of change that eventually takes place will depend on 3 factors: the type of leadership that emerges, the capacity of institutions to develop new procedures that provide for student participation, and a personal commitment similar to that of the students. The 9 recommendations in the report represent a synthesis of suggestions from students and faculty at approximately 80 institutions throughout the US. (WM)

**ED 028 698** HE 000 510

**Long Range Planning. University of Missouri.**

Missouri Univ., Columbia.

Pub Date Nov 68

Note—64p.

**EDRS Price MF-\$0.50 HC-\$3.30**

Descriptors—Educational Objectives, \*Educational Planning, \*Higher Education, \*Institutional Role, \*Organization, \*Planning Identifiers—\*University of Missouri

This plan outlines the proposed development of the University of Missouri for the next 10 years. The discussion includes the general organization of the 4-campus University, its responsibilities, the roles to be filled by the individual campuses, and an assessment of the needs of the various disciplines and divisions as the University responds to constantly increasing demands. It aims primarily to provide guidelines within which each of the campuses and the University-wide administration can develop specific programs including detailed costing. This report represents the first step in an ongoing planning process that involves students, faculty and administrators. Each campus developed its own plan by the committee system. In addition, University-wide committees were appointed in each discipline to consider statewide problems and formulate plans in their particular areas. Reports from all of these participants were then condensed into a single document which was extensively reviewed by all contributors. Some of the major recommenda-

tions are: that the capabilities of the 4 campuses be fully integrated and coordinated so that the system can function as a single university; that the principal goals be the educational, social and cultural growth of the individual student at all academic levels; that the education offered be relevant to the times and to the state of Missouri; and that all qualified state residents have the opportunity to attend the University. (JS)

**ED 028 699** HE 000 526

McGuire, Christine H.

**An Evaluation Model for Professional Education—Medical Education.**

Educational Testing Service, Princeton, N.J.

Pub Date 68

Note—16p.; Paper presented at Invitational Conference on Testing Problems, New York, New York, October 28, 1967; Appears in Proceedings of the 1967 Invitational Conference on Testing Problems, pp.37-52.

Available from—Educational Testing Service, Princeton, New Jersey 08540

**Document Not Available from EDRS.**

Descriptors—Certification, Data Collection, \*Evaluation Techniques, Higher Education, \*Innovation, Measurement, \*Medical Evaluation, \*Medical Schools  
Identifiers—\*University of Illinois College of Medicine

There are striking similarities between medical education of today and progressive education of the thirties with respect to motivation for change, the values to be sought in change, and the zest with which change is pursued. It is in this climate conducive to change that a new approach to evaluation is beginning to make a significant contribution to the systematic modification of medical education. Three case descriptions are presented to illustrate some of the ways evaluation is being incorporated. The first, discussed more fully than the other 2, is an institutional mechanism for systematic data collection and regular multi-channel feedback that has been established by the faculty of the University of Illinois College of Medicine. The second is a research study of certifying procedures used in assessing professional competence in medical education. Investigators felt that the availability of valid and reliable measures of various aspects of competence was a prerequisite for scientific development of more efficient and effective training programs. The third represents a general schema for ongoing institutional self-study that has been made operational to varying degrees in a number of institutions. (JS)

**ED 028 700** HE 000 533

**Issues in University Governance. A Report to the Ford Foundation on the Summer Colloquium on University Governance.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Sep 68

Note—55p.

**EDRS Price MF-\$0.25 HC-\$2.85**

Descriptors—Academic Freedom, Administrator Background, \*Governance, \*Higher Education, \*Institutional Administration, Institutional Role, \*Social Change, \*Student Attitudes

The colloquium on issues in university governance was organized to identify and define major governmental issues facing US colleges and universities and, following an interdisciplinary analysis of the issues, to propose solutions or to determine next steps to be taken. Explanations that emerged as to why the governance of academic institutions has become an increasing source of debate were the inadequate adaptation of US college and university structures to social change, the loss of academic institutions' protective coat of isolation as they are drawn into the mainstream of US life, the drastic shift of the institutional balance of power, the loss of college students' bargaining power in influencing policies at their institutions, and the changes in US society and their influence on students of the late 1960's. It was also agreed that problems exist in university financing curricular planning, institutional efficiency, and the adjudicating of differences of opinion about institutional purposes and roles. Two serious problems must be resolved in order to lessen the conflict over governance: inadequate analysis of the problems of governance, and insufficient understanding or

knowledge of the data that exist on these problems. The recommendations in the report focus on these two problems. Summaries of the general sessions of the colloquium are appended. (WM)

**ED 028 701** HE 000 535

Clements, William H.

**Why They Don't Show in September. A Report on the Facts Relating to Failure to Enroll After Being Admitted to Wisconsin State University at Stevens Point.**

Wisconsin State Univ., Stevens Point.

Pub Date Dec 68

Note—24p.

Journal Cit—Institutional Research and Studies; v3 n4 Dec 1968

**EDRS Price MF-\$0.25 HC-\$1.30**

Descriptors—\*Admission (School), \*College Choice, Enrollment, \*Higher Education, \*High School Graduates, \*Student Application

The answers to why high school graduates who apply and are admitted to institutions of higher education but fail to appear in the fall may help college and universities better predict what proportion of their accepted applicants will enroll and to improve their services to prospective students. In November 1968, a questionnaire was mailed to the 999 "no shows" previously accepted for admission that fall to the Wisconsin State University at Stevens Point. The "no shows" constituted 30.4% of all the applicants accepted. Responses were received from 620 persons or 62%. According to the answers: about 86% enrolled elsewhere; only 37% indicated that Stevens Point had been their first choice. The chief reason for enrolling elsewhere was attendance at a school nearer home. Financial considerations were major determinants of institutional choice, and many of the applicants not enrolled anywhere cited financial difficulties as the chief reason. Final choice of an area of study caused many changed plans. About one-third of the male respondents not enrolled anywhere were in the armed forces. Marriage was the cause of nonattendance for about one-third of the women. A detailed analysis of the questionnaire results and comments is presented. (JS)

**ED 028 702** HE 000 536

Clements, William H.

**Some Further Reflections on No Show. A Report of Additional Findings Concerning Students Who Were Admitted but Did Not Enter WSU—Stevens Point, Fall, 1968.**

Wisconsin State Univ., Stevens Point.

Pub Date Jan 69

Note—8p.

Journal Cit—Institutional Research and Studies; v3 n6 Jan 1969

**EDRS Price MF-\$0.25 HC-\$0.50**

Descriptors—\*Admission (School), \*College Choice, Enrollment, \*Higher Education, \*High School Graduates, \*Student Application  
Identifiers—Stevens Point, \*Wisconsin State University

The report, "Why They Don't Show in September" analyzed the findings of a questionnaire sent to students who had been admitted to the Wisconsin State University at Stevens Point but failed to enroll in the fall. One major question left unanswered in the earlier study concerned 223 high school graduates who indicated that Stevens Point had been their first choice at the time they applied. A report of additional findings compares the characteristics of this group with the "no shows" for whom Stevens Point was NOT a first choice when they applied: It was learned that 60 of the 95 persons not enrolled in any college had chosen Stevens Point, so it can be expected that many of these young people still plan to enroll at the University. Proportionately greater numbers than expected of students rating Stevens Point first choice enrolled at the University of Wisconsin and branch colleges, in out-of-state colleges and in technical and specialized schools. Fewer than expected enrolled at Wisconsin state universities and other state colleges. Financial problems and change of major appeared to be the most important reasons why students who had preferred Stevens Point chose another school. Applicants who had preferred Stevens Point but did not enroll anywhere cited marriage and the decision to go to work as the most significant reasons. (JS)

**ED 028 703** HE 000 547

**Utah's Master Plan for Higher Education. A Summary Report.**

Utah State Coordinating Council of Higher Education, Salt Lake City.

Pub Date Nov 68

Note—26p.

**EDRS Price MF-\$0.25 HC-\$1.40**

Descriptors—Educational Planning, Governance, \*Higher Education, \*Institutional Role, \*Master Plans, \*Planning, \*State Agencies

Identifiers—Coordinating Council on Higher Education, \*Utah

This summary of a master plan for higher education in Utah explains why formulation of such a plan was necessary and how it came to be developed. If adopted by the state legislature, it is intended to guide decision making in higher education and to implement needed programs. The summary discusses the assumptions upon which the plan is based, particularly that of responsibility to the individual student. The means of creating a system of higher education, rather than a collection of institutions, are described with reference to the roles of both public and private universities and colleges. Recommendations are made to enhance the teaching, research and public service functions of the state's universities. The lack of centralized direction and leadership can be remedied by increasing the professional staff concerned with state problems and planning, and by providing the Coordinating Council with sufficient authority to deal with many issues in the areas of governance, planning and finance. (JS)

**ED 028 704** HE 000 564

Harnett, Rodney T.

**College and University Trustees: Their Backgrounds, Roles, and Educational Attitudes.**

Educational Testing Service, Princeton, N.J.

Spons Agency—American Association for Higher Education, Washington, D.C.; Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date 69

Note—76p.

Available from—Institutional Research Program for Higher Education, Educational Testing Service, Princeton, New Jersey 08540 (\$2.00)

**Document Not Available from EDRS.**

Descriptors—Attitudes, Beliefs, \*Governing Boards, \*Higher Education, Opinions, \*Role Perception, \*Trustees

In Fall 1967, Educational Testing Service joined with Morton Rauh, Vice President for Finance at Antioch College, to carry out a large scale survey of members of college and university governing boards. A questionnaire was mailed to trustees of over 500 institutions. From the responses of more than 5,000 board members, extensive data concerning who trustees are, what they do, and how they feel about current educational issues were compiled. The information gathered ranges from their religious and education background, to their political and social views, to the extent of their knowledge of current literature on higher education, to their financial donations to colleges, and so on. Part I of this report summarizes selected portions of the data to arrive at a general description of trustees and how they function. Part II, essentially a manual of data, is intended to provide interested observers (particularly participants in the study, college and university officials, and researchers) with a more detailed compilation of the questionnaire responses. Much of the discussion in Part I and all the summaries in Part II are presented by institutional type, such as public or private university or college. It is anticipated that more reports based on these data will be forthcoming from Educational Testing Service. (JS)

**ED 028 705** HE 000 571

**Liberal Learning for the Engineer. Report of the ASEE Humanistic-Social Research Project.**

American Society for Engineering Education, Washington, D.C.

Pub Date 68

Note—41p.

Available from—American Society for Engineering Education, 2100 Pennsylvania Avenue, N.W., Washington, D.C. 20037 (\$2.00; \$1.50 each in lots of 10 or more to ASEE members)

**Document Not Available from EDRS.**



Descriptors—Course Objectives, \*Curriculum, \*Engineering Education, \*Higher Education, \*Humanities Instruction, Innovation, Instructional Improvement, Social Change, \*Social Studies

There is widespread dissatisfaction with the engineering student's education in the humanities and social sciences. This study, conceived as both a fact-finding and policy-formulating project, aimed to: establish goals in social science and engineering study which are relevant to the changing social role of the engineer; examine the resources and new directions within the humanities and social sciences that could affect planning, staffing and teaching of engineering courses and programs; gather information concerning changes in the humanistic social education of engineering students in the last decade and identify trends, situations, programs and courses which appear to achieve certain goals; draw up guidelines for teachers, administrators, and policy makers to help achieve selected goals in specific institutional situations. Primary data for the study were gained from visits to 27 selected campuses at which interviews were conducted with liberal arts and engineering personnel and from a questionnaire sent to 185 engineering school deans. Secondary sources include published materials (listed at the end of the report) and data from institutional reports collected during other studies. The committees that made the study were composed of equal numbers of engineers and liberal arts faculty members associated with engineering education as well as 5 liberal arts advisers from outside the field. Reference materials and recommendations are included. (JS)

ED 028 706 HE 000 572

**Final Report: Goals of Engineering Education.**

American Society for Engineering Education, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 68

Note—81p.

Available from—American Society for Engineering Education, 2100 Pennsylvania Avenue, N.W., Washington, D.C. 20037 (\$2.00)

Document Not Available from EDRS.

Descriptors—\*Educational Objectives, \*Engineering Education, \*Higher Education, Professional Training, \*Scientific Concepts, \*Technological Advancement

During the last 50 years, engineering education has reflected the strong influence of 2 trends: (1) an emphasis on unity of purpose and uniformity of standards and practices within the various branches, to provide the engineer with a basic technical knowledge that would enable him to practice in a variety of professions, and (2) a broadening of the content of engineering programs in order to round out the engineer's technical knowledge with training in fields such as social and humanistic studies. The result has been a unique engineering program that is designed to provide a general education plus specialized technical education within the traditional confines of a 4-year period. The increasing complexity of future technological needs will require engineering, scientific and technological manpower educated in greater breadth and depth. The study attempts to indicate, in broad terms, the direction which engineering education must take if it is to meet the demands of the future. Engineering education is divided into 4 levels—undergraduate, graduate, basic, and advanced education—with the recommendation that there be expanded opportunities for the study of engineering, recruitment of a larger percentage of talented youth, curricula that are designed to provide greater breadth and flexibility, and an extension of basic engineering education to include 1 year at the graduate level. (WM)

ED 028 707 HE 000 628

**Report of the University of Minnesota Task Force on Student Representation.**

Minnesota Univ., Minneapolis.

Pub Date 2 Jan 69

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—\*Governance, \*Higher Education, \*Selection, \*Student Participation, \*Student Role

Identifiers—\*University of Minnesota, University Senate

In May 1968, the President of the University of Minnesota appointed a task force to study the question of student representation in the University Senate and in individual campus assemblies, and to explore ways in which students might be elected to serve. The task force noted that although students were well represented on many committees, the University Senate remained largely a faculty body. It recommended incorporation of students as full participants in the Senate and Assemblies and increased student membership in Senate and Assembly committees. Specific recommendations were made regarding: the constituencies, election, term of office, and eligibility of student Senators; the number of students on various Senate committees and their selection and election; student Assemblymen; the number of students on various Assembly committees and their selection. (JS)

ED 028 708 HE 000 633

**Student Enrollments in Minnesota Higher Education, 1967-1968 Enrollments. Origin of Students by Residence. Migration of Students.**

Minnesota Higher Education Coordinating Commission, St. Paul.

Report No—PR-3

Pub Date Oct 68

Note—102p.

EDRS Price MF-\$0.50 HC-\$5.20

Descriptors—\*Educational Planning, \*Enrollment Influences, \*Higher Education, \*Nonresident Students, Post Secondary Education, \*Resident Students, Student Enrollment

Identifiers—\*Minnesota

The document contains analyses of post-secondary student enrollments in Minnesota during the 1967-1968 academic year, the origin of students in Minnesota higher education institutions by counties of residence, and the migration of students to and from Minnesota for higher education. The data, compiled from institutional enrollment reports submitted to the Minnesota Higher Education Coordinating Commission by colleges and universities in the state, revealed that post-secondary enrollments in Minnesota in the fall of 1967 totaled 148,898 students, of whom 89% attended colleges and universities and 11% attended trade or vocational schools. Public institutions enrolled 74% of the post-secondary students, and men comprised 60% or more of the full-time enrollment at most institutions. The residence of students tended to reflect the population pattern of the state: the majority, or 82% of all full-time students were residents of Minnesota, 47% of whom came from the 7-county Twin Cities metropolitan area. The in-migration and out-migration of students seemed to offset one another: less than one fifth of all students came from other states, but the number of Minnesota residents who left the state for higher education was even smaller. The report also contains 48 tables and 5 illustrative figures. (WM)

ED 028 709 HE 000 634

**Population and Student Enrollments in Minnesota Higher Education. Population. Enrollment Trends. Future Enrollments.**

Minnesota Higher Education Coordinating Commission, St. Paul.

Report No—PR-2

Pub Date Sep 68

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—\*Enrollment Projections, \*Enrollment Trends, \*Higher Education, \*Population Trends

Identifiers—\*Minnesota

This is the second of a series of planning reports on Minnesota higher education; the first was entitled A PHILOSOPHY FOR MINNESOTA HIGHER EDUCATION and the third will deal with student enrollment in 1967-68. This study of population trends and projections and past enrollment trends and the needs of the individual and society has provided the basis for projecting higher education enrollments of 234,200 for 1980 and 271,400 for 2000. These forecasts compare with the 1967 enrollment of 131,361 which includes a regular enrollment of 117,106 in colleges and universities and an enrollment of 14,255 in public and private vocational schools. Extension students are not included in the projections or the 1967 enrollment total. Among other findings, it was learned that: the population in Minnesota, along with that of the nation, is increasing rapidly; persons under 22

have become a larger proportion of Minnesota's population; the number of high school graduates is increasing; enrollment in colleges and universities was two and one third times greater in 1967 than in 1956; enrollment in vocational schools increased 300% since 1961. The largest enrollment increases occurred at the lower division level and the greatest proportionate enrollment increase occurred at the postgraduate level. These trends are expected to continue. The proportion of women enrolled in colleges and universities increased. Figures and tables contain all the data, most of which were furnished by the institutions and systems of higher education in Minnesota. (JS)

ED 028 710 HE 000 654

**Lionberger, Herbert F. And Others**

**Educational Choices and Expectations of Male Students Entering a Midwestern University.**

Missouri Univ., Columbia. Coll. of Agriculture.

Pub Date Mar 67

Note—76p.

Journal Cit—Research Bulletin; n923 Mar 1967

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—\*Higher Education, \*Objectives, \*Student Application, \*Student Characteristics, Student Interests, \*Student Motivation

Identifiers—\*Q-Technique, University of Missouri

This research, which was undertaken in conjunction with a larger project to study American colleges of agriculture, was concerned with the relative importance that male freshmen students of 1964 assigned to reasons for enrolling in the University; the process by which they arrive at these decisions; whether types of student orientations could be discovered from reasons given for attending the University; and if so, the relative incidence of the orientations by schools. The sample consisted of 300 University of Missouri students selected from the Colleges of Arts and Sciences, Education, Engineering, and Agriculture. About 55% came from urban centers, 14% from rural non-farm residences, and 31% from farms. The research instrument chosen was the 64-item Q-Technique. The findings clearly indicated a dominant occupational orientation of male students at the University; academic concern was regarded as a means to other ends. Nonconformity was absent and escapism appeared to motivate few students. Service to humanity and achievement of status appeared to be important secondary concerns. A great diversity of reasons were given for first interest in the University, but "visits to the campus" and "friends in school" were the most frequently mentioned. Students generally came with strongly perceived psychological support from parents, teachers, friends, and counselors. Tables and figures accompany the text. (JS)

ED 028 711 HE 000 691

**Booth, David**

**The Training of New Department Chairmen. The Need, Present and Proposed Programs.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date 4 Mar 69

Note—11p.; Paper presented at the American Association for Higher Education's 24th National Conference on Higher Education, Chicago, Ill., Mar 2-5, 69

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—\*Administrative Personnel, Administrator Guides, \*Administrator Role, \*College Deans, \*Higher Education, Individualized Programs, Internship Programs, \*Institutes (Training Programs), Intercollegiate Programs

Identifiers—\*Department Chairman

Although universities have an interest in recruiting, retaining and developing the administrative and educational abilities of department chairmen, most institutions do little to help fulfill the chairman's needs for role socialization and development and for understanding administrative procedures. Training programs are few, mostly because of a denigration of administration by professors. The Western Interstate Commission for Higher Education (WICHE) has developed a Department Chairman Program to give deans and chairmen new opportunities for collaborating in ways consistent with academic values. Individual programs are being designed that take into account differences in institutions and in disciplinary interests of chairmen and common interests in role clarification, development of common reference groups, work on



specific administrative topics, and role development. While continuing to run institutes for chairmen and deans on departmental administration, the WICHE program is directed toward 2 efforts: development of ongoing programs of continuing education for chairmen and deans in various regions of the West; and stimulation of complementary activities and organizations within the academic professions. Attention is focused on the new chairman. The program planners hope to encourage deans to use their influence in selecting, evaluating and protecting the interests of chairmen. In helping to define the role and responsibilities of chairmen, the program aims to link administrative training to the resolution of fundamental educational issues. Much reference material is included. (JS)

ED 028 712 HE 000 701

Fitzpatrick, Joseph P.

**How Should Higher Education Function as a Social Critic?**

American Association for Higher Education, Washington, D.C.  
Pub Date 4 Mar 69

Note—6p.; Paper presented at the American Association for Higher Education's 24th National Conference on Higher Education, Chicago, Ill., Mar 2-5, 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—\*Higher Education, \*Institutional Role, Political Issues, Social Change, \*Social Responsibility

As the university seeks continually both to preserve and enhance man's intellectual heritage, it is beset by 3 dilemmas. (1) The dilemma of its function to conserve versus its function to liberate. It is precisely in this task of conserving the essential heritage while it liberates man from enslavement to it that the university finds its greatest difficulty. A new idea, movement or institution may be really the contemporary expression of a permanent human value, not a vehicle for its destruction. (2) The dilemma of its need to be objective versus its desire to be relevant. It is important for the university to examine the kinds of commitments that may have become structured into it. But in making new commitments it must be careful not to replace 1 set of vested interests with another. (3) The dilemma of its obligation to analyze social action theoretically versus its obligation to be directly involved in that action. The university must contribute in the area of evaluation, theory and innovative ideas to provide perspective for the direct action of others. These 3 dilemmas are enormously complicated by the social developments of the day. (JS)

ED 028 713 HE 000 703

Godard, James M.

**Recruitment and Support of Culturally Distinct Students. Ethical and Educational Implications.**

American Association for Higher Education, Washington, D.C.  
Pub Date 3 Mar 69

Note—4p.; Paper presented at 24th National Conference on Higher Education, Chicago, Illinois, March 3, 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—\*College Environment, \*Compensatory Education Programs, Cultural Context, \*Culturally Disadvantaged, \*Higher Education, Intercultural Programs, Minority Groups, Negro Students, \*Student Needs

Recently, colleges and universities have been recruiting and admitting students whose poverty-neighborhood environments and educational and ethnic backgrounds may have prevented the continuation of their education beyond high school. We already know that these "culturally distinct students" have college adjustment problems that traditional remedial programs are unable to alleviate. Their needs involve such questions as potential alienation, search for identity, and available staff with whom communication is possible. It must now be recognized that it is just as important for disadvantaged students to be on a college campus. Intercultural understanding today is necessary for survival, and integration can only occur in situations where communication and shared experiences across cultural barriers become reality. Among other things, colleges now need to change instructional practices, examine curricula in terms of their relevance to the components of the student body, and provide

counseling that covers a broader spectrum than that normally provided. To fulfill the moral and educational responsibilities attendant upon the diversification of the cultural composition of students on their campuses, the roles of all institutions of higher education must be redefined. (WM)

ED 028 714 HE 000 704

Hamilton, Charles V.

**Curricular Changes to Meet the Needs of a Black Society.**

American Association for Higher Education, Washington, D.C.  
Pub Date 3 Mar 69

Note—5p.; Paper presented at the 24th National Conference on Higher Education, Chicago, Illinois, March 3, 1969

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—\*African American Studies, \*Course Content, \*Curriculum Development, \*Educational Needs, Faculty Integration, \*Higher Education, Work Study Programs

The turmoil on college campuses today that centers around the protest demands of black students clearly points to the need for substantive curricular changes. Many students are interested in "relevant" courses which, to them, means moving out of the ivory tower and "into the community." Classroom studies could be linked to ghetto problems in action-oriented activities, such as work-study programs, so that students may work in nearby communities for a part of their school year. It is important to incorporate more material on black Americans into the lower-level introductory courses, and to develop specialized courses on black history, black literature, and other fields at upper levels. There is enough material to justify individual courses in many of these fields. A "qualified" instructor is required for these courses, not necessarily a Ph.D. holder but an indigenous person who has knowledge of the subject that may not yet be recognized by traditional criteria for the hiring of faculty. The need for these curricular changes is equally great in all-white, suburban-locked colleges. Then the impact of slavery and oppression on both black and white Americans would be reinterpreted and white students would acquire some understanding of the heterogeneous world in which they live. Also, a curricular evaluation committee should be formed at each institution to conduct intensive research on current courses and to suggest any necessary changes in the curriculum. (WM)

ED 028 715 HE 000 714

Metty, Michael P.

**The Departmental Chairman and the Public Institution or It's a Bird, It's a Plane, No It's a . . .**

American Association for Higher Education, Washington, D.C.  
Pub Date 4 Mar 69

Note—8p.; Paper presented at the American Association for Higher Education's 24th National Conference on Higher Education, Chicago, Ill., Mar 2-5, 1969

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—\*Administrative Personnel, \*Administrator Characteristics, \*Administrator Role, Faculty, Governance, \*Higher Education Identifiers—Campus Governance Project, \*Department Chairman

The Campus Governance Project investigated the nature and significance of the governance processes on 17 institutionally diverse colleges and universities in order to find commonalities across and within institutions. A pre-interview questionnaire was designed to elicit perceived problems at the institution and names of people seen as good sources of information and effective problem solvers. The people most often mentioned as well as a sample of faculty, students, and administrators were interviewed about the way their institution was run. One of the objectives was to define the role of the department chairman. In comparing the data concerning department chairmen with analyses of other faculty groups, significant differences were found in views regarding general resources and control of the academic program. The data delineate a role that is molded by polar demands "which condition the nature of personal interaction and the social matrix of the problem", a position that is, "by definition, schizophrenic." The interviews highlight the nature and dimensions of the concern for resources and facilities. Recruiting and

budgeting are obsessions and committee work is deemed important. Individuals are seen as interchangeable parts of a functioning machine and few chairmen engage in establishing goals. Nevertheless, signs of discontent are rare. Examples of styles of operation, such as the politician/power broker, gigolo, or entrepreneur/hustler, illustrate some of the findings. (JS)

ED 028 716 HE 000 716

Mayhew, Lewis B.

**A Proposal for Cooperation Among National Organizations in Higher Education.**

American Association for Higher Education, Washington, D.C.  
Pub Date 4 Mar 69

Note—5p.; Paper presented at the 24th National Conference on Higher Education, Chicago, Illinois, March 4, 1969

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—\*Higher Education, \*Interagency Coordination, \*National Organizations, \*Professional Associations

There seems to be 3 distinct types of higher education organizations that operate in response to unique demands and imperatives: (1) institutionally based organizations such as those acting collectively through the American Council on Education, (2) those interested in the furtherance of separate disciplines, and cooperating through the American Council of Learned Societies, and (3) those that are individually based, each one concerned with the broad processes of education. The individually based organizations do not yet have an agency through which to bring their joint efforts together. These organizations should form a Washington based consortium or council, financed by yearly organizational and individual dues, to serve the interests of both the organizations and their individual members. In the beginning, the consortium could seek out and disseminate data from federal and state governments of relevance to higher education, assume some of the newsletter functions from member organizations, provide staff resources for those organizations that needed them, develop major research and data-gathering capacities, and convene in plenary sessions at least every 2 years. It could also develop cooperative projects, create an educational policies commission, and utilize the expertise of member groups. A list of other activities is included, with a focus on activities that would bring the organizations together for working toward major goals. (WM)

ED 028 717 HE 000 719

Miller, Richard J.

**Possible Future Directions for Higher Education and Private Foundation Cooperation.**

American Association for Higher Education, Washington, D.C.  
Pub Date 3 Mar 69

Note—8p.; Paper presented at the American Association for Higher Education's 24th National Conference on Higher Education, Chicago, Ill., Mar 2-5, 1969

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—\*Foundation Programs, \*Higher Education, Objectives, \*Organizational Change, Policy Formation, \*Research Projects Identifiers—\*Council on Educational Policies and Directions

Private foundations have exercised a significant influence on higher education in the past and will probably continue to do so. In the future, foundations could cooperate with higher education in: bringing about a creative synthesis of the liberal arts with technology; developing the urban university; developing more effective management procedures in colleges and universities; defining the internal governance of universities and studying the problem of faculty evaluation; studying and encouraging interinstitutional cooperation and overall planning; understanding the process of change and its implications for higher education; establishing a much needed "Council on Educational Policies and Directions" which would issue periodical statements on instructional trends and directions, formulate economic projections, and publish position papers on crucial educational issues. (JS)

ED 028 718 HE 000 724

Reitz, J. Wayne

**Part E - Education Professions Development Act of 1967.**

Pub Date 3 Mar 69  
Note—3p.

**EDRS Price MF-\$0.25 HC-\$0.25**

Descriptors—\*Federal Aid, \*Fellowships, \*Higher Education, \*Institutes (Training Programs), \*Professional Continuing Education, \*Teacher Education

The first funding of fellowships, institutes, and special projects under Part E of the Education Professions Development Act of 1967 was announced in January 1967. The Act is designed to help train "persons who are serving or preparing to serve as teachers, administrators, or educational specialists in institutions of higher education." The actual amount made available was \$6,900,000, of which \$2,000,000 was for fellowships and \$4,700,000 for institutes and special projects. Under these grants, fellowship and training programs will be conducted at higher education institutions in 45 states and the District of Columbia in Summer 1969 and during the 1969-70 academic year. A large amount of the funds will train personnel for community colleges and support training directed to the needs of the disadvantaged. For fiscal year 1970, the President's budget message includes \$5,000,000 for institutes and special projects, and an equal amount for fellowships under the same legislation. (WM)

ED 028 719

HE 000 734

Watson, Goodwin

**Reward Systems for Innovation.**

Union for Research and Experimentation in Higher Education, Yellow Springs, Ohio.  
Pub Date 4 Mar 69

Note—6p.; Paper presented at the American Association for Higher Education's 24th National Conference on Higher Education, Chicago, Ill., Mar 2-5, 1969

**EDRS Price MF-\$0.25 HC-\$0.40**

Descriptors—\*Educational Innovation, \*Experimental Teaching, \*Faculty, \*Higher Education, \*Innovation, \*Instructional Innovation, \*Research and Development Centers, \*Summer Workshops

Identifiers—\*Outreach, \*Project Changeover

In the belief that large numbers of college teachers would be eager to experiment with new teaching techniques and design new courses if they were given the opportunity and time to do so, the Union for Research and Experimentation in Higher Education established "Project Changeover." There was immense support for this summer workshop devoted to the development of major innovations in content or method of teaching. A similar program, "Outreach," focusing on teams of faculty and students, is being developed. An enlightening aspect of Project Changeover was the opportunity to bring together the innovators after they had tried their new designs for a year on their own campuses. Despite the careful initial development of methods and ideas, most teachers had encountered unexpected difficulties. The obstacles most frequently reported were: the innovation needed more time than anticipated; readiness of the students was overestimated; the relative isolation of the experimenter on his campus; and a shortage of necessary facilities. There are ways to overcome these restraints and the recommendation dealing with the problem of facilities relates to an organizational change that would contribute substantially toward incentives for innovation—the establishment of units for research and development of the college or university itself. When constructive innovation becomes the dominant concern of the institution, the question of how to establish "reward systems" for faculty creativity will have been answered. (JS)

ED 028 720

HE 000 735

Wilson, Vernon E.

**Professional Schools and Professional Demands: Closing the Gap.**

American Association for Higher Education, Washington, D.C.  
Pub Date 3 Mar 69

Note—7p.; Paper presented at the American Association for Higher Education's 24th National Conference on Higher Education, Chicago, Ill., Mar 2-5, 1969

**EDRS Price MF-\$0.25 HC-\$0.45**

Descriptors—\*Higher Education, \*Innovation, \*Problem Solving, \*Professional Education, \*Professional Training, \*Social Responsibility

Professional schools can expect to be faced with at least 2 urgent public demands: the expansion and improvement of professional training programs and the provision of certain types of professional community service by universities.

The university could attempt to increase the supply of professionals by: expanding enrollment at professional schools and creating additional schools; taking advantage of theoretical and methodological advances so as to shorten the length of educational programs; fostering programs to enable the existing supply of professionals to be more productive. The university must also address itself to the problems of content and methodology of professional education. A professional must be action-oriented and his education should prepare him for diagnosing and solving real problems. Ways should be found to nurture the critical judgment of students. Because critical decisions affecting society will probably continue to be made by nonprofessionals, professional schools have a responsibility to provide information about the relationship of their knowledge to the solution of social problems. Specific steps that could help shorten the gap between professional schools and demands society makes of the professional are: the establishment of computerized "fact banks" of information; establishment of a small team of faculty members who would critically review the clinical training offered to students; and initiation of exploratory conferences with members of various fiduciary boards so that the university can learn more about their educational needs. (JS)

ED 028 721

HE 000 739

Greenough, William C.

**Extraordinary Benefit Environment in Higher Education.**

American Association for Higher Education, Washington, D.C.  
Pub Date 3 Mar 69

Note—7p.; Paper presented at the 24th Conference on Higher Education, Chicago, Illinois, March 3, 1969

**EDRS Price MF-\$0.25 HC-\$0.45**

Descriptors—\*Faculty Mobility, \*Fringe Benefits, \*Guaranteed Income, \*Health Insurance, \*Higher Education, \*Insurance Programs, \*Teacher Retirement, \*Teacher Welfare

In terms of benefit plan coverage and protection, or "Benefit Environment", higher education is the most advanced of professional or employment groups. Between 1959 and 1969, the percentage of 4-year institutions of higher education in the U.S. having faculty retirement plans grew from 85% to 95%. About 50% of these institutions have some form of long-term disability protection in addition to that provided by Social Security. Within the last 10 years, the proportion of colleges and universities reporting group life insurance plans for faculty increased from 50% to 70% and those with basic hospital-surgical-medical plans grew from 80% to 90%. The TIAA-CREF system provides a retirement plan that permits mobility with assured benefits, and is more responsive to economic changes. In the nationwide TIAA-CREF program, monies are both put away and put to work for an individual each year. When a staff member in higher education who is participating in the TIAA-CREF system retires, he receives the TIAA annuity, which provides a guaranteed, fixed-dollar retirement income and the CREF annuity, which provides an income that varies yearly according to the performance of securities in the CREF portfolio. This contrasts with most pension plans in industry where benefits are determined as a percentage of salary, and investment gains or losses are used to decrease or increase the employer's pension costs. (WM)

ED 028 722

HE 000 746

Meeth, L. Richard

**Review of Selected Literature: The Agony and Promise of America.**

American Association for Higher Education, Washington, D.C.  
Pub Date 3 Mar 69

Note—10p.; Paper presented at 24th National Conference on Higher Education, Chicago, Illinois, March 3, 1969

**EDRS Price MF-\$0.25 HC-\$0.60**

Descriptors—\*College Students, \*Curriculum Evaluation, \*Educational Innovation, \*Faculty, \*Higher Education, \*Institutional Administration, \*Social Change, \*Student College Relationship

In the more than 300 books and 600 essays on or related to U.S. higher education that were written in 1968, 2 themes appear frequently: (1) the presence and power of college students

(which may be thought of as the agony and the promise of America), and (2) the future of U.S. institutions of higher education. The paper reviews 6 documents on each of these themes. Among the publications on the college student, the January 1969 special issue of *Fortune* magazine contained the best overview of the mood of the present generation of college students. Other works deal with college impact on the development of student personality, a developmental approach to the curriculum, college dropouts or failures in contrast to persisters, creative students and underachievers, and difference between college attenders and non-attenders. Publications on the future of U.S. institutions of higher education discuss the lack of focus and meaning in undergraduate life, strengthening the role of the campus in the community, liberal education versus specialized research, cluster colleges, barriers to educational change, essentialism versus existentialism, the future of the relationship between colleges and universities and the society in which they function, and the rise to power of the academic profession in the U.S. and its effect on the rest of society. (WM)

ED 028 723

HE 000 776

Beard, Ruth M. And Others

**Objectives in Higher Education.**

Society for Research into Higher Education, Ltd., London (England).

Pub Date Dec 68  
Note—85p.

**EDRS Price MF-\$0.50 HC-\$4.35**

Descriptors—\*Educational Objectives, \*Educational Trends, \*Evaluation Techniques, \*Higher Education, \*Learning Processes, \*Teacher Responsibility, \*Teaching Methods

Identifiers—\*Great Britain

This is the first in a series of books that will deal with different aspects of teaching and learning in higher education, such as students' learning and individual differences, teaching methods, and new teaching techniques. Four papers examine general objectives in higher education and relate them to techniques of evaluation and teaching methods. The papers acknowledge that some recent modifications of curricula and methods arise from considerations of certain objectives in university teaching, but attempt to demonstrate that a more detailed analysis of purposes and aims in teaching would not only be profitable but will soon become essential. Whether objectives are likely to be realized or not depends on a number of factors, including the way in which they are evaluated, the processes employed in learning, and the consonance of objectives with the needs and abilities of students and with the requirements of the society in which students live. These factors are surveyed in the first paper. The second discusses the evolution of educational objectives in European universities of the nineteenth and twentieth centuries. The third outlines some approaches to more detailed analyses of specific objectives, and the final paper discusses some problems of evaluating objectives in an effective way. (WM)

ED 028 724

HE 000 777

Mitchell, Maurice B.

**Faculty Power and The U.S. Campus.**

Denver Univ., Colo.

Note—11p.

**EDRS Price MF-\$0.25 HC-\$0.65**

Descriptors—\*Academic Freedom, \*Administrative Policy, \*Faculty Promotion, \*Higher Education, \*Leadership, \*Responsibility, \*Social Change, \*Tenure, \*University Administration

Most observers of today's academic scene would concede that the faculty is the power center of U.S. higher education. They decide what is taught, how it is taught, and who is taught. They also exert influence on institutional policies concerning size and selectivity, and determine their own permanent membership through recommendations on promotion to tenure. Tenure preserves academic freedom, but it also preserves mediocrity on almost every U.S. campus. Once given, it is nearly impossible to revoke, and has therefore forced many universities to retain teachers whose value to the institution is nil and whose lack of ability impedes the process of education. The power reflected in the present faculty structure and the implications of tenure deserve serious regard by everyone concerned with the modernization of U.S. higher education. It may be asked what constructive



purpose tenure serves in a society that provides constitutionally for freedom of expression. The willingness to reconsider and change time-honored methods and facilities, and the decisions made on innovation will shape the future of U.S. education. We cannot afford to accept any element in the structure of higher education as a "sacred cow" at a time when the university is more than ever looked to by society as a primary source of leadership. (WM)

ED 028 725 HE 000 782

Richards, Jr., James M. Seligman, Richard  
Faculty Salary Schedules in Colleges and Universities, 1967-68.

National Education Association, Washington, D.C. Research Div.

Report No.—RR-1969-R2

Pub Date 69

Note—50p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. (\$1.00)

Document Not Available from EDRS.

Descriptors—\*Academic Rank (Professional), Faculty Promotion, Faculty Recruitment, \*Higher Education, Professional Recognition, \*Salary Differentials, \*Teacher Qualifications, \*Teacher Salaries

The data for this report were collected during a study of documents used by 164 public and 234 nonpublic institutions of higher education that grant the baccalaureate or higher degrees. A review of general characteristics of salary schedules and descriptions of their contents are provided. All but 2 of the institutions reported on structure their salary schedules according to professorial rank, and about 25% of them use academic preparation to stratify salary levels within professorial ranks. The report also discusses salary provisions such as levels of minimum and maximum salaries, structure and amounts of increments, qualifications for faculty appointment and promotion, and salary stratification within ranks by academic preparation. These provisions are accompanied by tables containing relevant data on the institutions, which are grouped by type, source of control, and enrollment size. Each of the 5 comprehensive salary schedules included are representative of those found at institutions within each of the 5 institutional groupings used in the report—public university, public college, institution in state-wide system, nonpublic university, and nonpublic college. Minimum and maximum faculty salaries that were scheduled for the 1967-1968 academic year, and the number of increments by rank, are included for each institution that granted permission for the publication of these data. (WM)

ED 028 726 HE 000 783

Richards, Jr., James M. Seligman, Richard  
Measurement of Graduate School Environments.

American Educational Research Association, Washington, D.C.

Pub Date 69

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Course Organization, Curriculum Evaluation, Degrees (Titles), \*Environmental Influences, Faculty, \*Graduate Study, \*Higher Education, \*Institutional Environment, \*Measurement Techniques

Most of the techniques that measure college environments are based on student characteristics which are often confused with characteristics of college environments, thus producing many problems for subsequent investigations of college influence. One such technique is the Environmental Assessment Technique (EAT), which describes the environment in terms of 8 characteristics of the student body (size, average intelligence, and 6 "personal orientations") based on the proportion of graduates who majored in each of 6 classes of major fields. To assess graduate school environments, a modified EAT was used which groups graduate faculty and curriculum into 6 classes of major fields and assigns 4 representative disciplines to each type of field. Data were collected from 87 graduate school catalogs for 1968. Curriculum, faculty, and degrees awarded were converted separately to 6 normalized standard scores which comprised a profile for each institution. The profile scores measured the graduate school environment without using student characteristics, and represented fairly stable characteristics of the in-

stitution. They were related in plausible ways to other measures of university environment, and were meaningfully related to the quality of graduate education. The modified EAT technique therefore seems to have potential for studying graduate school environments and the impact of graduate schools on their students. (WM)

ED 028 727 HE 000 784

A Blueprint for a Medical School Undergraduate Teaching Program in Primary Care. Annual Report. United States Public Health Service.

Missouri Univ., Columbia. Program Evaluation Center.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date [67]

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—\*Curriculum, Health Services, \*Higher Education, \*Medical Schools, Medical Services, \*Physicians

Identifiers—\*Primary Physician

There is a critical need for medical specialists (most appropriately, physicians) who function as coordinators of care, a role ascribed in the past to the general practitioner or family doctor. The term "general practitioner" should be avoided for this new specialist is a team coordinator who is trained in communications and interpersonal relationships and has the administrative acumen necessary to select from a wide array of community services those best suited for his patients. Training the "primary physician" (the term preferred here) must be carefully planned. The primary care curriculum should be undertaken by every medical student as a base for further training and will demand a multidisciplinary approach. In instruction, the emphasis must be on the learner, and the goals and methods of the training program should be supported by the entire medical faculty. The general objectives of the program to teach skills, knowledge and behavior critical to primary care are to give students the opportunity to see, participate in and learn within the structure of a model program in which comprehensive, coordinated health services are available to an identified patient population, and to view a variety of services, properly selected and sequenced, over a period of time. It also aims to provide the undergraduate with knowledge necessary to decide whether to pursue graduate training as a primary physician, maximize further learning opportunities in the field, and relate effectively with primary physicians if another specialty is chosen. (JS)

ED 028 728 HE 000 785

A Study of Predoctoral Student Support.

Federal Interagency Committee on Education, Student Support Study Group.

Pub Date 8 Nov 68

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Educational Finance, \*Federal Aid, Federal Programs, \*Fellowships, \*Graduate Study, \*Higher Education, \*Student Loan Programs

This report of the Federal Interagency Committee on Education (FICE) presents recommendations for expanding current federal support for graduate study. Federal agencies allocated \$226.2 million for predoctoral fellowships and supported some 12.9% of the full-time graduate students in the US during the 1968-1969 school year. This support increased more than tenfold in 1969, but Congressional economy drives have sharply limited it in some areas. FICE recommends a graduated increase of federal allowances from \$2,500 to \$3,500 a year per fellow or trainee, which would alleviate the financial plight of the universities. Dependency allowances should be raised from \$500 to \$600 per dependent, as defined by Internal Revenue Service standards, thus reflecting the 22.3% cost of living increase since 1959. Student stipends should be raised from \$2,600 to \$3,000 in order that they would better meet the rising cost of education. The calendar year should be used to provide uniform computation of stipend and dependency allowances, and travel allowances should be discontinued as such, but absorbed into the increased stipend payments. Adoption of these recommendations would establish uniformity among all federal agencies in their support programs. FICE plans to propose a change in legislation which would entitle veterans to educational support

from the Department of Health, Education, and Welfare plus educational benefits from the Veterans Administration. (WM)

ED 028 729 HE 000 786

Auerbach, Carl A.  
Task Force Recommendations on Student Representation in the University Senate and Campus Assemblies.

Pub Date 24 Feb 69

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—\*Governing Boards, \*Higher Education, \*Institutional Administration, \*Student Participation, Teacher Responsibility

The Task Force on Student Representation of the University of Minnesota recommended that 75 student representatives be added as voting members of the University Senate, and that the 62 student senators from the Twin Cities campus also serve as voting members of the Twin Cities Assembly. The memorandum sets forth reasons why these constitutional changes should not be adopted and recommends some alternatives to the Task Force proposal. If the proposed changes were to be adopted, it is felt that there would be no organ of university government that would reflect the views of the faculty alone, and adoption plus university adherence to the one-man, one-vote principle would result in student control. It is believed that university government is best when it helps to accomplish the institutions' missions of teaching, research, and public service. Therefore, university items of business could be divided into 3 categories: (1) those on which students alone should vote, (2) those on which students and faculty should have an equal vote, and (3) those on which faculty alone should vote. Also, students should have an opportunity to be heard on all items, even in cases where they may not vote. The memorandum contains lists of university matters that have been handled by the University Senate for the past 10 years. It is felt that responsibility should be redistributed, and that increased decisions on student affairs by students would be desirable. (WM)

ED 028 730 HE 000 793

Abramson, Schwartz  
[Admission of High Risk Students at Michigan State University.]

Michigan State Univ., East Lansing.

Pub Date 20 Nov 68

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—\*Academic Achievement, \*College Admission, \*Compensatory Education Programs, \*Disadvantaged Youth, Grades (Scholastic), Higher Education, High School Graduates, \*Negro Students

In the fall of 1963, 22 disadvantaged high school graduates with the potential for college success were admitted to Michigan State University (MSU). They were provided with financial aid, remedial courses, tutoring, and individual counseling. Nine, or 41%, of the 22 students graduated on time in 1967, compared to a national average of 40% of all college freshmen graduating on time. In the fall of 1967, 70 high-risk students were admitted to MSU from inner-city high schools in what was called the Detroit Project. Of the 66 students in this group who were black, 27 returned in 1968, a year in which MSU admitted 357 black freshmen in a total campus enrollment of 1,007. There was a tendency on campus to identify all black freshmen as high academic risks, but only 25 of the 357 students were actually admitted with records that would not have qualified them for admission. For 1969, MSU has accelerated its drive to attract black students in general and able black students in particular. But some remaining problems include finding black high school graduates, especially those with a B or better academic grade average, the financing of these students, and getting the best prepared black students to attend MSU. (WM)

ED 028 731 HE 000 799

Mayhew, Lewis B.

Contemporary College Students and the Curriculum. SREB Research Monograph No. 14.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 69

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—\*Curriculum, \*Developmental Guidance, Faculty, \*Higher Education, \*Innovation, Learning, Social Change, \*Student Development, Students, \*Teaching

The fundamental needs and urges of undergraduate students should and can be accommodated in the curriculum. However, the large body of information on student development is little reflected in curricula, college organization or instruction. Revitalized instruction depends upon the teacher's acceptance of certain postulates: that students have drives which operate toward healthy development if given opportunity, encouragement and freedom; that learning is not necessarily logical but psychological and gets direction and energy from the learner, not the discipline; that cognition and emotion are equally valuable and should be cultivated; that the interaction of peers is a much greater force than interaction between younger and older. Present faculty training and interests, the reward system, admissions process, organization of the curriculum and rules governing it all work to distort and hamper personal development. The curriculum should include: general courses providing a common body of allusion, illustration and principle necessary for people to communicate and share the same culture; liberal studies enabling students to sample different fields; contextual studies; and specialized courses. A much greater use of "affectively charged" courses would be appropriate, especially during the early years. Recognition should also be given to student desires for personal identity and satisfying interpersonal relationships and to the need to educate for the use of leisure time. Recommendations and a model curriculum are included. (JS)

ED 028 732 HE 000 812

Bayer, Alan E. Boruch, Robert F.  
The Black Student in American Colleges.  
American Council on Education, Washington, D.C.

Report No—ACE-RR-Vol-4-No-2-1969  
Pub Date Mar 69  
Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—College Choice, \*Higher Education, \*National Norms, \*Negro Education, \*Student Characteristics, \*Undergraduate Study, Universal Education

Research findings on the black student and on predominantly Negro institutions of higher education in the US have clarified 2 sets of facts: (1) less than 6% of all students currently enrolled in US colleges are black, whereas almost 12% of the US college-age population are black, and (2) more than two-fifths of the black students attend predominantly Negro institutions, which represent 4% of the current 2,300 US undergraduate institutions. These findings have prompted the planning or implementation of programs at federal, state, and local levels for the purpose of increasing higher educational opportunities for black and other minority group youth. This report provides a black-nonblack comparison, in the form of a summary, of student characteristics by institution, race, and sex. The national norms presented were compiled from data provided by 12,300 black students and 230,582 nonblack students on a Student Information Form. All of the students were entering freshmen at 358 institutions in the fall of 1968. Characteristics included in the summary are age, high school grades, post-baccalaureate degree aspirations, selection of college major, parental education, religious background, family income, college choice influences, financial support for college education, marriage plans and career aspirations, and study habits. The data on which these comparisons are based appear in 24 tables appended to the report. (WM)

ED 028 733 HE 000 814

Bonnen, James T.  
Overcoming the Constraints of the Present University System.

Michigan State Univ., East Lansing.  
Pub Date 15 Oct 68

Note—29p.; Paper prepared for the Symposium on the University and the Transformation of Social and Political Institutions, Chicago, Ill., Chicago 15, 1968

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Action Programs (Community), Administrative Organization, \*Faculty, \*Higher Education, \*Organization, Responsibility, \*Social Change, \*Social Responsibility

Various characteristics of the American university operate to constrain its participation in changing economic and social institutions. It is understood that the university has multiple roles, has a long legitimized public service role which is becoming a university-wide commitment, must respond responsibly to the pressures for wider involvement in problem solving, is acquiring responsibility for lifelong education, is an instrument of national purpose and is a major component of the power structure. We are a society of large scale organizations. The implications of a social order dominated by large scale organizations and the ideal nature of a university's problem-solving mission have a considerable impact on the strategy that is adopted. The organization of the university has prevented a coordinated assault on urban problems; and although campuses resent having new organizational forms imposed on them from the outside, a national interdependent system of higher education is developing which will, perhaps, be more effective in accomplishing social change. The university today is beset with conflicting pressures from both within and without. If it is to attempt to alter social institutions, the faculty must become more conscious and respectful of the diversity of norms underlying behavior within the university; the reward system must be changed; the nature and processes of the university should be communicated to faculty and students; and some university outreach activities should be instituted. (JS)

ED 028 734 HE 000 820

Drewry, Galen N. Diener, Thomas J.  
Effective Academic Administration: A Team Approach.

Georgia Univ., Athens. Inst. of Higher Education.  
Pub Date Feb 69  
Note—36p.

Available from—Institute of Higher Education, University of Georgia, Athens, Georgia (\$0.50)  
Document Not Available from EDRS.

Descriptors—\*Academic Education, Administrator Role, \*Educational Strategies, \*Higher Education, \*Institutional Administration, Teacher Responsibility, \*Teamwork

The team approach is described in this report as a useful mechanism, at both college-wide and divisional levels, for effective administration of academic affairs. An institutional academic team would include the leadership core for academic affairs, the academic dean, the division chairman, and the librarian, and would have the primary responsibility for planning, communication, budgeting, motivation, and evaluation in matters of curriculum, instruction, and faculty. Faculty members (division chairmen) would therefore participate in the process of developing institutional policy, and other faculty, research personnel, and students could serve as resource persons for the entire academic team. Since academic departments are usually based on disciplines that are infinitely divisible, a divisional arrangement would make it possible to eliminate the 1 or 2-man departments that are often unstable and narrow in perspective. A divisional team could be composed of the chairman and faculty of each department, and would be responsible for educational program development and implementation. The academic and divisional teams should, on a systematic basis, seek opinions, suggestions, and evaluations from their institution's supporting constituencies and students about the academic affairs of the institution. The report contains a list of 7 principles that should characterize group interaction, and a review of related literature. (WM)

ED 028 735 HE 000 829

The Student in Higher Education. Report of the Committee on the Student in Higher Education.

Hazen Foundation, New Haven, Conn.  
Pub Date Jan 68

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—Cognitive Development, College Environment, \*Developmental Guidance, \*Educational Change, \*Higher Education, \*Human Development, Student Experience, \*Student Needs

The Committee on the Student in Higher Education conducted an 18-month study of various social and psychological influences that shape student attitudes, interests, and activities, and presents several recommendations that it believes could improve the quality of higher education. The report is based on the assumption that the

college is a major agent in promoting the personality development of the young adult between the ages of 17 and 25, and must therefore assume responsibility for the quality and direction of this development. The Committee does not take issue with the traditional emphasis of higher education on intellectual development, but stresses a current need for the kind of intellectual development that has some visible impact on the student's life, values, feelings, goals, and deeds. Developmental education is suggested as an effective way of providing the student with a college experience that integrates his cognitive development and the development of his whole personality. Other recommendations include a reorganization of instruction in the freshman year, the recruitment of competent faculty who are primarily concerned with the developmental experience of undergraduates, increased student participation in educational policymaking, and opportunities for student volunteer work. (WM)

ED 028 736 HE 000 830

Revised Report of the Committee on University Governance.

State Univ. of New York, Binghamton.  
Pub Date Mar 69

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—\*Administrative Organization, \*Governance, \*Higher Education, Participant Involvement, Teacher Responsibility, \*University Administration

The Committee on University Governance of the State University of New York at Binghamton was established to investigate the institution's system of governance and to recommend changes that were necessary for instituting a system of communal governance. The Committee was composed of elected representatives from 4 groups: undergraduate students, graduate students, faculty, and administration. The Committee's report, based on the concept that the university is a community, presents a new form of governance in which authority and responsibility in university decision-making are shared by students, faculty, and administration. Section I details the structure of college, graduate school, and university assemblies. Sections II to V cover educational policies, admissions, university personnel policy and procedures, and social regulations. Section VI recommends an integrated judicial system composed of 4 levels of boards, and specifies their respective areas of jurisdiction. Sections VII to IX discuss the rights and obligations of faculty, students, and administrators, amendment procedures for changing the overall structure of university governance, and implementation of the proposals in the report. If the system is approved, it would be implemented not later than September 1969, reviewed at the end of 3 years of operation, and again ratified by the 4 constituencies. (WM)

ED 028 737 HE 000 833

Characteristics of Inner City Students at American University.

American Univ., Washington, D.C.  
Report No—CC-RR-69-2

Pub Date 69

Note—58p.

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—\*Attitudes, Demography, \*Disadvantaged Youth, \*Higher Education, Objectives, \*Students, \*Urban Youth

Identifiers—American University, \*Project Open  
During Fall 1969, 25 students were enrolled at American University as part of a special project aimed at making higher education available to inner city youth who, because of insufficient finances and relatively poor academic records, would not ordinarily be matriculants. The program was designated "Project Open"—Opportunity Project for Education Now. This report is intended to provide some descriptive information pertaining to demographic and attitudinal characteristics of this group as revealed by the students' responses to 3 questionnaires: the American Council on Education's Student Information Form, a survey questionnaire administered during Fall 1968 to incoming freshmen at 76 universities; American University's Student Census; the California Psychological Inventory. Information was also included on the ability levels of the group as measured by the College Board SAT scores. Results show the frequency of responses to each option of each item and the percent of the total represented by these frequencies. Where



available, tables show the percent of all American University freshmen responding to the same items and the reported national university norms. (JS)

ED 028 738 HE 000 839

[Ombudsman Proposal] Academic Freedom, Rights and Responsibilities of Students. Revision. Adopted 1968.

Colorado State College, Greeley.

Pub Date 15 Oct 68

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Academic Freedom, \*Administrative Organization, \*Communication Problems, \*Higher Education, \*Student College Relationship, Student Needs

Identifiers—Colorado State College, \*Ombudsman

An Ombudsman Proposal Committee met from Spring through Summer 1968 to consider establishing an ombudsman at Colorado State College. The ombudsman concept is aimed at bridging the gap between a governing administrative structure and the constituents of that structure. The basic features of the ombudsman are that: he is an officer of the legislature not the executive; he assumes an impartial position and is politically independent of the legislature; he has no authority to alter a decision already made by the courts, legislative or administrative body; he is free to investigate on his own initiative; he can perform his duties in an informal, direct, speedy and inexpensive manner. Lacking the opportunity to learn the administrative structure and as transient members of the campus, students need such a channel of communication. The recommendations of the Committee (which were later voted on and adopted) included a general overview of what the Ombudsman of Colorado State College should be; how the Office of Ombudsman should be established; and what were the basic structure, authority and responsibilities of the Office. The composition and duties of an Ombudsman Appointment Board were outlined. Members of the Committee were acting representatives of the Associated Students and Faculty Senate. A document on "Academic Freedom, Rights and Responsibilities of Students," which was submitted for ratification to the Faculty Senate, Student Council, President and Board of Trustees, is included. (JS)

ED 028 739 HE 000 858

Careers of PhD's: Academic Versus Nonacademic. A Second Report on Follow-up of Doctorate Cohorts 1935-1960.

National Academy of Sciences, National Research Council, Washington, D.C.

Spons Agency—National Inst. of Health, Bethesda, Md.

Report No—CP-2-P-1577

Pub Date 68

Note—117p.

EDRS Price MF-\$0.50 HC-\$5.95

Descriptors—\*Career Change, \*Doctoral Degrees, Employment Patterns, \*Graduate Surveys, \*Higher Education, Labor Turnover, \*Scientific Personnel

Data were collected on the careers of 10,000 holders of research degrees (PhDs, ScDs, and EdDs), via questionnaire, for a second study of PhD holders from the graduating classes of 1935, 1940, 1945, 1950, 1955, and 1960. The careers were systematically selected to represent a cross section of PhDs, and categorized into 4 groups: those always in academic employment, those shifting from academic to nonacademic jobs, those shifting from nonacademic to academic jobs, and those always in nonacademic positions. The report investigates career patterns in detail and illuminates factors related to a shift from academic to nonacademic employment or vice versa. Emphasis is placed on the categories of employers of PhDs and on factors related to change from 1 employer category to another. Some findings reveal that 50% of the PhDs spent their careers entirely in academic employment, 25% in nonacademic positions, and the remaining 25% were equally divided between those who shifted from academic to nonacademic jobs or vice versa. Annual rates of salary increase were typically about 8% for those always in or switching to academic work, higher rates were earned by those always in nonacademic work, while those shifting to nonacademic jobs were apt to receive an increase of almost 14% per annum. New PhDs, particularly those in the physical

sciences, started on a higher academic level and advanced more rapidly than did their predecessors. (WM)

ED 028 740 24 HE 000 870

Williams, Juanita H.

A Project to Determine the Proper Placement of Composition Courses within Engineering Curriculum. Final Report

Iowa State Univ., Ames.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-F-002

Pub Date Feb 69

Grant—OEG-6-8-008002-0001-057

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—\*Composition Skills (Literary), Engineering Education, \*Higher Education, Science Education, Technical Writing, \*Writing Skills

There has been a suspicion among college English teachers that the writing skills of engineering and science students deteriorate between the time they complete Freshman English and the time they graduate. To test the validity of this hypothesis, 5 groups comprising 361 subjects (72 freshmen, 70 sophomores, 71 juniors, 74 seniors, and 74 technical writing students) at Iowa State University were tested. Each group took 2 free response essay tests and 1 objective test. Scores showed no significant differences in the writing abilities of all 5 groups. A regression analysis was performed to discover the interrelationship of all variables, including earlier test scores, Freshman English grade averages, high school rank, curriculum, and the sequence in which the tests were taken. Correlation between the composite scores and MSAT and ACT total scores was higher than the correlation between composite scores and Freshman English grade averages or the English Placement score. It was inferred that engineering and science students maintain their writing ability between completion of Freshman English and graduation. Because graduate engineers and scientists need very specific writing skills, a senior course should be instituted that is devoted to teaching technical writing and the translation of quantitative thinking and scientific procedures into coherent prose. (Author/JS)

ED 028 741

Nowlis, Vincent And Others

The Graduate Student as Teacher. American

Council on Education. Monograph No. 2.

Rochester Univ., N.Y.

Spons Agency—American Council on Education, Washington, D.C.

Pub Date 68

Note—78p.: This report originated in a project initiated by Kenneth E. Clark of the University of Rochester and was funded Feb 1965-Jul 1967 by Esso Education Foundation under the Support For Promoting Utilization of Resources program.

Available from—American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$2.00)

Document Not Available from EDRS.

Descriptors—\*Graduate Students, \*Higher Education, \*Instructional Programs, Staff Role, \*Teaching Assistants, \*Teaching Programs, Teaching Skills

Identifiers—\*University of Rochester

Although the task of preparing graduate assistants to be teachers is widely neglected, some universities are making an effort to make the apprenticeship a worthwhile experience for both teachers and their students. This report identifies some of the critical problems and issues associated with graduate student instruction and presents examples of proper and improper use of graduate students. Four basic teaching roles of the graduate student are defined and 10 principles of effective student teacher programs are formulated. The principles were generated at a 2-day conference at the University of Rochester in June 1967 at which academic deans from a number of universities submitted reports on programs at their institutions. Their reports cover surveys of: practices, attitudes and beliefs related to graduate student instructors and assistants at Rochester; interviews with departmental chairmen and graduate and undergraduate students; innovations in several departmental programs at Rochester; and reports from other universities and of other studies. The extensive appendices

contain program descriptions used as a basis for discussion at the 1967 conference. (JS)

ED 028 742 HE 000 876

Dykes, Archie R.

Faculty Participation in Academic Decision Making. Report of a Study.

American Council on Education, Washington, D.C.

Pub Date 68

Note—56p.

Available from—American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$2.00)

Document Not Available from EDRS.

Descriptors—Academic Freedom, \*College Faculty, \*Decision Making, \*Higher Education, \*Institutional Administration, \*Teacher Administrator Relationship, Teacher Participation

Personal interviews with a random sample of 106 faculty members of a large midwestern university dealt with the role of faculty in decision making on academic, financial, and student affairs, personnel matters, capital improvements, and public and alumni relations. While the faculty members interviewed indicated that faculty should have a strong, active, and somewhat controlling influence in decisions, particularly in the areas of academic affairs and the educational program, they tended to give research and other professional activities precedence over active decision making in their system of priorities. The most significant finding on how faculty members participate is that the departmental staff meeting was generally considered to be the only instrument of participation that was useful. A marked discrepancy between what the faculty perceived its decision-making role to be and what it actually is may be the result of a communications gap between faculty and administration. The source of much faculty-administration tension is that many faculty members believe that increased administrative power would result in decreased faculty power. The fundamental problem is that the misunderstanding of administrative authority and the consequent separation of powers forestalls effective leadership, and without the collective efforts of administration and faculty, the definition and attainment of institutional goals is impossible. (WM)

ED 028 743

Humphry, Betty J. Pitcher, Barbara

The Aural Music Project: An Exploration of the

Usefulness of An Experimental Listening Test.

Educational Testing Service, Princeton, N.J.

Report No—TDR-69-9

Pub Date Apr 69

Note—54p.

Available from—Educational Testing Service, Princeton, New Jersey 08540

Document Not Available from EDRS.

Descriptors—\*Auditory Discrimination, \*Higher Education, Listening Skills, \*Measurement Instruments, \*Music Education, \*Test Validity

The GRE Advanced Music Test and an experimental Aural Supplement (a listening test designed to measure music students' "hearing ability") were taken by 334 senior music students as part of a project conducted in 1964. The Advanced Music Test consists of 200 5-choice questions on the fundamentals of music, history and literature, theory, instrumentation and orchestration. The Aural Supplement consists of 65 questions based on brief musical examples on a 2-sided, long-playing record. The questions cover intervals, scales and modes, rhythmic patterns, 4-part harmonic progressions, cadences, nonharmonic tones, modulation, altered material, and musical forms, styles, and composers. The first phase of the project explored the relationships between the GRE Advanced Music Test and the Aural Supplement, and the second phase explored the relationship of the students' scores on both tests to their grades in appropriate undergraduate course work. Students who had taken courses in ear training, sight singing, composition, conducting, counterpoint, and class instruments scored higher than those who had not had such courses, and those who had taken composition tended to receive the highest mean scores. The students' performances on both tests were about equally related to a cumulative grade-point average in music. These and other findings indicate that the Aural Supplement seems to be a useful instrument for the measurement of "hearing ability." (WM)

ED 028 744

HE 000 879

Egerton, John

State Universities and Black Americans: An Inquiry Into Desegregation and Equity for Negroes in 100 Public Universities. Southern Education Reporting Service, Nashville, Tenn.

Spons Agency—S & H Foundation, Inc.; Southern Education Foundation, Atlanta, Ga. Pub Date May 69

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—\*Equal Education, \*Higher Education, \*Land Grant Universities, \*Negro Students, School Integration, \*State Universities, Student Attitudes

Together, the 100 major state universities and land-grant colleges in the national association of such institutions enroll almost 30% of all college students in the US. A 1968 survey of the 80 predominantly white state and land-grant colleges revealed that in the 80 institutions, less than 2 of every 100 students, 1 of every 100 graduates, and 1 of every 100 faculty members are black Americans. The report's detailed case studies of 5 selected universities identify some problems faced by the institutions as well as some of the programs that offer promise for increasing educational opportunity. The institutions are the University of Alabama, Rutgers (the State University of New Jersey), the University of California at Los Angeles, Wayne State University, and Indiana University. Two conclusions are strongly suggested by the case studies: (1) black militants and radical whites in the universities appear to have little in common, and (2) the idea of a black monolith is a myth. At the 5 institutions, black militants concerned with the elimination of racial inequities expressed skepticism or outright antagonism for radical white students. Black Americans who are involved in issues of educational reform are varied in personality, philosophy and style. They are only united by discrimination experienced and by their determination to end it. Even though legal desegregation is now established, the larger problem of meaningful integration is unsolved. (WM)

ED 028 745

HE 000 880

Strengthening Private Higher Education in Illinois. A Report on the State's Role.

Spons Agency—Illinois State General Assembly, Springfield.

Pub Date Mar 69

Note—150p.

EDRS Price MF-\$0.75 HC-\$7.60

Descriptors—Educational Finance, Financial Needs, \*Higher Education, \*Institutional Role, \*Planning, \*Private Colleges, \*State Aid, State Departments of Education

Identifiers—\*Illinois

Illinois' General Assembly appointed a Commission to Study Non-Public Higher Education in Illinois and directed it to consider the role and needs of private colleges and universities and recommend ways in which the state should aid these institutions. The Commission invited the presidents of all private institutions in Illinois to voice their concerns and submit memoranda on the present and future of their institutions. It also met with presidents of public universities and colleges and representatives of the Federation of Independent Illinois Colleges and Universities. Each private institution was requested to submit comprehensive data about its faculty, students, facilities and finances; 17 institutions participated in a substantial long-range planning project looking ahead to 1978; and a management consulting firm conducted field surveys at 12 institutions of the condition of physical plant, adequacy of maintenance, and extent of deferred maintenance. The Commission studied the educational contributions of private institutions, the state's economic and tax base, the question of control in relation to possible state financial aid, and related constitutional problems. It concluded that financial aid from public funds is imperative and proposed several methods of granting aid; it recommended that the State Board of Higher Education administer the programs. Copies of this report may be obtained from the Illinois Board of Higher Education, 300 East Monroe Street, Springfield, Ill. 62706. (JS)

ED 028 746

HE 000 881

Gordon, Edmund W. Thomas, Charles L.

Brief: A Study on Compensatory Collegiate Programs for Minority Group Youth.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date [69]

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—\*Compensatory Education Programs, \*Disadvantaged Youth, \*Higher Education, Minority Groups, Remedial Programs, \*Social Responsibility, \*Special Programs

Universities are being faced with the problem of how they can best carry out their functions and pursue standards of academic excellence with youth who, because of social, economic and educational disadvantages, deviate markedly from traditional academic norms. Many institutions have initiated special programs or practices designed for these youth. These activities, such as modified admission policies, high school extension programs, tutorial programs, special recruitment, curriculum innovation, all aim to compensate for disadvantages of college aspirants. Because programs have multiplied, there is a pressing need to document and examine the developments. The study envisioned in this brief aims to compile data on existing programs and establish a rapid monitoring system to disseminate relevant information to institutions engaged in or planning similar programs. A second objective is to assess the effectiveness of existing programs and determine to what extent they have influenced the personal, social and academic adjustments of students and stimulated changes in institutional practice and attitudes. The brief outlines procedures to be used for the general survey intended to collect data from about 3000 institutions and kinds of information the researchers hope to learn from the questionnaires, personal interviews, and case studies of students and institutions. It is hoped the results will encourage further research, especially on the problem of identifying academic potential in minority group youth. The rationale for such an investigation is included. (JS)

ED 028 747

HE 000 883

Adams, Paul L.

Professors and Citizen Activism.

Pub Date 5 Apr 69

Note—14p.; Paper presented at 61st annual meeting of the Southern Society of Philosophy and Psychology, Miami, Florida, April 5, 1969

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—\*Activism, \*Citizenship Responsibility, \*Faculty, Higher Education, Participation, \*Political Attitudes, \*Professors

A college professor has several interacting roles—as scholar, specialized technician, employed professional, and citizen. It is to the subject of the professor as citizen, or more precisely, as politico-social activist, that this paper is directed. Proceeding as a taxonomist, the author offers a tentative empirical classification of the positions taken or arguments advanced by professors in the 2 camps, activist and passivist. The class of "effectively uninvolved professors" is a large one containing many species whose distinctive behaviors and ideologies are evident even though the class shares a general trait of feeble or no participation in the social process. These types are: the nihilist, dropout, retreatist or delinquent; the eclectic, pluralist or dually committed; the diphase, obsessive, partially committed, the laissez-faire conservative, the professor paralyzed by fear, the believer that activism is uncouth, unscholarly or unprofessional. The activist professors include: reactionaries, issues protesters, and revolutionaries, of which these are 2 varieties depending upon their acceptance or rejection of the pacifist ethic. "...pacifism may be the most telling single criterion of humane citizenship, today and tomorrow." The professor who doesn't cop out knows that as an ethical being he must accept the obligations of citizenship. (JS)

ED 028 748

HE 000 889

Neidich, Alan

Comparison of Characteristics of Selected College and University Honors Programs Throughout the United States.

South Carolina Univ., Columbia.

Pub Date [Mar 67]

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—\*Academic Achievement, \*Course Evaluation, \*Higher Education, \*Honors Curriculum, \*Liberal Arts Majors

A series of evaluative studies were conducted of the honors program of the College of Arts and

Sciences of the University of South Carolina (USC) by the university's Counseling Bureau. In order to compare USC's honors program, which began in 1965, with those of other institutions, a questionnaire was mailed to 315 public and private colleges and universities in the US that had liberal arts programs and a student enrollment of 2,000 or more. This paper contains tables providing the data collected from 292, or 92.7% of the institutions, 184 of which have honors programs. The data cover the types of honors programs, the criteria for admission to them, and the academic level of students when admitted. The tables also present information on the minimum GPR required to remain in the 184 programs, the attrition rate of 47 programs in 46 states, grading systems used, and the decades in which 166 programs were established. The Appendix lists the states and territories included in the 5 regions surveyed, institutions which plan to start honors programs in the near future and others that have discontinued honors programs. A copy of the questionnaire is also appended. (WM)

ED 028 749

HE 000 890

Neidich, Alan

Honors Selection Study 1966-67.

South Carolina Univ., Columbia.

Pub Date May 68

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—\*Academic Performance, \*Higher Education, Honors Classes, Prediction, \*Predictive Measurement, \*Selection, \*Superior Students

Identifiers—\*Honors Program

Because many of the students selected for participation in the University of South Carolina's College of Arts and Science Honors Program failed to attain the minimal grade point level required to remain in the program, the Counseling Bureau undertook an evaluative study to improve selection methods. The project aimed to find answers to 3 questions: "Is it possible to isolate specific cognitive factors which determine academic success? Is it possible to derive a set of regression equations capable of predicting success in the Honors Program by employing scores on the factors isolated? And, how does the efficiency of actuarial prediction compare with that of the predictions made by clinically-trained personnel?" The subjects consisted of 182 freshmen entering in Fall 1966-67 Honors Program members and 128 other above-average students. The data analyzed were: high school grades and class standing, Scholastic Aptitude Test scores, American College Test scores, Wechsler Adult Intelligence Scale scores, Minnesota Multiphasic Personality Inventory responses, reference tests for cognitive factors scores, and interview information and behavioral observations. By using a correlational approach and manipulating the variables according to the needs of each specific problem, it was possible to determine the relationships between particular types of behavior and the criterion to be predicted. Findings and recommendations are included. (JS)

ED 028 750

24

HE 000 902

Janssen, Calvin W.

Influence of Dogmatism and Authoritarianism Upon Nursing Success. Final Report.

Texas Womens Univ., Denton.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-7-G-038

Pub Date 24 Apr 69

Grant—OEG-7-8-0038-0015-010

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Behavior Rating Scales, \*College Freshmen, Dogmatism, \*Higher Education, \*Individual Characteristics, \*Nurses, Student Attitudes, \*Success Factors

The Dogmatism Scale (D) and Traditional Family Ideology Scale (TFI) were administered to nursing students at Texas Women's University to determine the effect of dogmatism and authoritarianism upon nursing success. The D scale measures individual differences in openness, closedness, and intolerance, and the TFI assesses an individual's position on a democratic-autocratic continuum. The tests were taken by 133 freshmen 3 times in 18 months, and once by 104 senior and 199 graduates. Results indicate that the entering freshman nursing student is



somewhat dogmatic and authoritative, but after the 4-year program, these 2 traits lessen considerably. This would support the principle that college students should and do become more democratic and open-minded as they progress through the higher education program. The graduate nurse does not become more dogmatic, but usually more authoritative, possibly because she assumes an immediate position of leadership as a nurse. In 4 years, a student either becomes more authoritative and dogmatic, or less authoritative and dogmatic. Those students viewed as potentially successful nurses by their superiors were less dogmatic and less authoritative. It is felt that the TFI and D instruments could help to select potentially successful nursing students. (WM)

**ED 028 751** HE 000 910  
Third Interim Report of the Special Committee of the Trustees: Statutes, Chapter II, The University Senate.

Columbia Univ., New York, N.Y.

Pub Date 12 May 69

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—\*Administration, \*Administrative Organization, \*Decision Making, \*Governance, \*Higher Education, Student Participation, Trustees

Identifiers—Columbia University, \*University Senate

In their third interim report, the Trustees of Columbia University responded to a proposal on the participation of faculty and students in the governance of the University on the University-wide level. Specifically, they adopted an Executive Committee resolution to establish a representative University Senate. The resolution had earlier been overwhelmingly approved by a vote of almost 44% of the faculty and students. The Special Committee recommended that the Deans of Columbia College and Graduate Faculties be included in the Senate membership and clarified the role of the Trustees. Accompanying the report are the Statutes of the University related to the establishment of the new Senate. The Statutes contain provisions on the election, eligibility, recall and terms of office of faculty, students, administrators, and other representatives, and on the responsibilities and powers of the Senate. (JS)

**ED 028 752** HE 000 913  
To Shape a Metropolis. The Prospectus 1969-1972.

Washington Center for Metropolitan Studies, Washington, D.C.

Pub Date Mar 69

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—\*Action Programs (Community), \*City Improvement, \*Federal Aid, Higher Education, Interdisciplinary Approach, \*Institutional Cooperation, Metropolitan Areas, \*Research Projects

Between 1969 and 1972, the Washington Center for Metropolitan Studies will attempt to establish (1) an urban observatory program (a network of research-action programs) that will heighten the understanding of and deal with critical conditions in the Washington metropolitan area, and (2) an educational affairs program that will assist area universities and educational systems in developing or strengthening urban affairs programs and metropolitan studies. Part I of the document describes these proposed programs, and Part II presents the purpose, history, and development of the center. The observatory program will furnish the means for active involvement by the Center's staff, university faculty, and students in the advancement of knowledge about urban problems and the direct communication of this knowledge to public officials and community leaders. The educational affairs program will focus on interuniversity and interdisciplinary staff and program development, financial support for faculty and students, the development of and administrative support for university programs in urban studies for which federal funds may be obtained, and the preparation and adaptation of materials on the Washington area for use in public and private schools. The Center will serve as a principal coordinating mechanism for the programs, developing strategies for change in governance, social and economic development, and physical growth of the Washington area. (WM)

**ED 028 753**

Jacobson, Elden

Higher Education and Urban Affairs. An Approach for Metropolitan Washington.

Washington Center for Metropolitan Studies, Washington, D.C.

Pub Date Apr 69

Note—63p.

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—\*City Problems, \*Higher Education, Institutional Role, \*Interagency Cooperation, \*Metropolitan Areas, Regional Cooperation, \*School Community Relationship, Urban Areas

The paper is the keystone for a feasibility study of an extensive interuniversity program in Washington's inner city, and deals with ways in which effective use may be made of university-based resources to alleviate the massive, complex problems of urban life. The city is described as an ecosystem, containing large numbers of variables that interact with each other. Most traditional urban studies tend to treat each of these components as a self-contained activity and have proven to be inadequate. In the Washington metropolitan area, response to shifting complexities—such as race relations, urban planning, and the federal role within the District of Columbia—has been largely self-contained, drawing only sporadically upon the competence of local academicians. One possible alternative to the single-purpose approach is the "urban observatory" and its "satellites." The observatory would have an interdisciplinary core of scholars who would collaborate on research priorities and give continuity and direction to the course of action required to fulfill the desired interuniversity commitment to the city. From the satellites, located throughout the metropolitan region, information would flow to the central observatory, and through them, research and educational programming would be directed into the community. (WM)

**ED 028 754** 24

HE 000 918

Anderson, Charles J.

Census of Governing Boards of Four-Year Colleges and Universities. Final Report.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-C-026

Pub Date 28 Mar 69

Grant—OEG-3-8-080026-0054-010

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*Geographic Distribution, \*Governance, \*Governing Boards, \*Higher Education, \*Trustees

The purpose of this investigation was to obtain the names and addresses of members of governing boards of all 4-year colleges and universities in the US in order to provide data on the distribution of trustees by sex, by state of institutions served, and by region of residence. The list was then to be recorded to serve as a universe for future studies of trustees and institutional governance. Data were obtained for 93% of the 1,203 boards governing 1,423 4-year institutions. The membership lists contained 25,584 names of which approximately 90% were men. The distribution of board members by state of institution governed and by region of residence varied widely; the largest number live in the midwest and the smallest in the Rocky Mountain area. This distribution generally reflects student enrollment and population patterns. The names and addresses of 24,900 board members are currently on file at the national headquarters of the Association of Governing Boards of Universities and Colleges, Washington DC. Information gathered during the study and references are included. (JS)

**ED 028 755**

JC 690 105

An Opportunity for Junior Colleges to Strengthen Community Service Through the Use of World Affairs Programs with the Counsel of the Foreign Policy Association.

Foreign Policy Association, New York, N.Y.

Pub Date [69]

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*Community Service Programs, \*Discussion Programs, \*Foreign Policy, Foreign Relations, \*Junior Colleges, Political Science, \*World Affairs

Identifiers—\*Foreign Policy Association

HE 000 914

Junior colleges are increasing their community services—those activities beyond regularly scheduled classes—by (1) encouraging community groups to use college facilities and services, (2) providing the college's special educational skills to all age groups, (3) supplying leadership and coordination experience to community long-range planning and special group problems, (4) promoting cultural, social, and intellectual life of the community and enriching the use of leisure time. This paper describes special programs in world affairs available from the Foreign Policy Association. On request, its regional representatives work with the college on programs intended to inform citizens about issues facing the United States, encourage them to examine these issues and reach their own conclusions, and stimulate them to express their opinions to the country's policy makers. Each year eight important topics are selected for the "Great Decisions" program in U.S. foreign policy. Suggestions are made for the timing and use of the material, if they fit the college schedule. For each topic, a booklet is supplied, with background material, questions to provoke discussion, ballots for expression of opinion, a suggested reading list, maps, etc. The material may be incorporated into any world affairs curriculum or used in community discussion groups. The paper also notes what media coverage may be expected for the series, lists institutions using the program, and describes supplementary services. (HH)

**ED 028 756**

JC 690 107

Finch, Harold L. Watson, Russell W.

Aviation and the Community College.

Johnson County Community Coll., Shawnee Mission, Kans.

Pub Date Feb 69

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—\*Aviation Technology, \*College Programs, \*Cooperative Programs, \*Junior Colleges, \*Technical Education

This report summarizes the major conclusions of the Aviation Briefing for Community Colleges, which met to establish dialogue between community colleges and the aviation industry. Included are: (1) an overview of community college aviation, covering the topics of the aviation industry, the rationale for aviation in the community college, the types of community college aviation programs, and some misunderstandings about community college aviation education; (2) a survey of community college aviation programs; and (3) some conclusions and the suggestion that communication among schools and between the industry and education be improved. Appended is a list of colleges that have aviation programs, and the types of programs at each. (MC)

**ED 028 757**

JC 690 108

1968: Year of Involvement. Annual Report of American Association of Junior Colleges.

American Association of Junior Colleges, Washington, D.C.

Pub Date 69

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—\*Junior Colleges, National Organizations, \*Organizations (Groups), \*Professional Associations

Identifiers—\*American Association of Junior Colleges

This report on the many activities of AAJC showed that ever more people were looking to it for help and guidance. Its Board prepared recommendations on (1) leadership development in both new and experienced junior college personnel; (2) continued review of AAJC commissions on curriculum, instruction, legislation, student personnel, and administration; (3) planning to update activities under constant change; (4) broadening AAJC membership; (5) the possibility of an international junior college association; (6) enlarging AAJC staff; (7) retaining AAJC's present structure. Other topics were (1) success in providing information or referral to a direct source; (2) increase of cooperative publishing activities; (3) position paper on federal aid (funding for construction and operation, more funds for vocational education, improvement of faculty, immediate funding of pending programs, incentive for industry to cooperate with colleges, stronger international involvement); (4) recruitment and training of instructors; (5) interest in the Kellogg Occupational Education Project; (6) consultant services under the federal Program with Develop-

ing Institutions; (7) developing community service programs; (8) outreach programs for children and adults; (9) comprehensive policy statement on programs for the disadvantaged; (10) the New Institutions Project; (11) student characteristics and personnel services; (12) flexible facilities planning; (13) private colleges; (14) international education. (HH)

ED 028 758 JC 690 109

Anderson, Kenneth E. And Others  
The American Two-Year College in Transition.  
Kansas Univ., Lawrence. School of Education.  
Pub Date Jan 69  
Note—31p.  
Journal Cit—Kansas Studies in Education; v19 n1 Jan 1969

EDRS Price MF-\$0.25 HC-\$1.65  
Descriptors—\*College Role, \*Comprehensive Programs, \*Computers, \*Junior Colleges, \*School Expansion  
Identifiers—\*Kansas

Presented here are four guest lectures and a paper by the instructor from The Junior (Community) College, a class at The University of Kansas. Topics are: (1) "The Challenge to Higher Education in Kansas in the Decade Ahead," which deals with the tremendous expansion expected in the Kansas community college system and the needed responses to this growth; (2) "Trends in Junior College Education," which outlines the need for the junior college to provide a broader scope of educational services, to serve the inner-city more effectively, and to develop competent leadership; (3) "The Kansas Community Junior College Act," which explains the present operation and future plans of the state system; (4) "Computers and the Junior College," which proposes a systems approach to facilitate junior college decision-making and planning; and (5) "The American Two-Year College," which traces the development of the two-year institution in its attempt to find its rightful role. (MC)

ED 028 759 JC 690 110

Flint, Jack M. And Others  
The Kansas Junior College.  
Kansas State Dept. of Public Instruction, Topeka.  
Pub Date 68  
Note—197p.

EDRS Price MF-\$0.75 HC-\$9.95  
Descriptors—Community Colleges, \*Educational History, \*Junior Colleges, \*School Improvement, \*Statistical Data  
Identifiers—\*Kansas

The history and development of the Kansas public community junior college system is traced from 1917 to 1967. Topics discussed include accreditation, course standards, institutional philosophies, enrollments, organization, finance, curriculum, and legislation. The appendixes provide a 20-year statistical summary of junior colleges, both public and private in terms of enrollment, finance, and faculty, and a list of vocational-technical programs offered since 1946. These materials are compiled in an effort to characterize the developmental background of the states present-day community junior colleges, and to present these institutions and the system which they comprise. (MC)

ED 028 760 JC 690 111

Profile of CRC Graduates: A Study of Graduates of Crowley's Ridge College.  
Crowley's Ridge Coll., Paragould, Ark.  
Report No.—CRC-Monograph-4  
Pub Date [Mar 68]  
Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05  
Descriptors—\*Accelerated Programs, \*Junior Colleges, \*Program Evaluation, Transfer Programs, \*Transfer Students  
Identifiers—\*Arkansas

Of the 142 students graduating from Crowley's Ridge College since 1964, 94 have transferred to senior college and, of these, 55 have completed one or more semesters at the senior institution, after completion of a unique concentrated program, which enables a student to do an entire academic year's work in 24 weeks at CRC. The purpose of this study was to assess the effects of the program on students' success after transfer to a senior institution by comparing GPA's before and after transfer for the 55 students completing at least one semester at senior college. Forty-three students lost grade points after transfer; 12 gained; and the average change was a loss of .301

grade points. Included in the report are case studies of students who experienced difficulty after transfer, and an explanation of the accelerated, concentrated program. (MC)

ED 028 761 JC 690 112

Schrader, Gene  
An Evaluation of the Adult Basic Education Program in Wyoming: A Follow-Up Study.  
Spons Agency—Wyoming State Dept. of Education, Cheyenne. Adult Basic Education Div.  
Pub Date Nov 68  
Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50  
Descriptors—\*Adult Basic Education, \*Adult Education Programs, \*Junior Colleges, \*Program Evaluation, \*Student Evaluation  
Identifiers—\*Wyoming

The Wyoming State Department of Education interviewed as many students as could be contacted who had enrolled in any of the Adult Basic Education programs in the state between fiscal 1966 and 1968. Respondents had a generally favorable attitude toward the programs and most expressed a desire for further study. Little change in reading habits was noted, and the data were considered inadequate to conclude that any of the programs were a factor in job mobility, job tenure, or financial change. The study indicated that selection of teachers, texts and materials should be more rigorous, that the programs should be advertised through the mass media, and that annual follow-ups should be conducted. (MC)

ED 028 762 JC 690 113

Duren, James Randall  
Auditing Junior College Districts in California.  
University of Southern California, Los Angeles.  
School of Education.  
Pub Date Jun 64  
Note—265p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 64-9615, JF \$3.40, Xerography \$11.95).

Document Not Available from EDRS.  
Descriptors—\*Accounting, Administrative Personnel, \*Certified Public Accountants, Doctoral Theses, \*Educational Finance, Field Interviews, \*Financial Services, \*Junior Colleges, Questionnaires  
Identifiers—\*California

A program for auditing California school expenditures, mandatory since 1953, was expected to show how to use public education funds most efficiently. To provide this information for other school systems, this study (1) analyzed audit practices in California's junior colleges, (2) investigated the feasibility of continuing, rather than periodic, audit, (3) established essentials of a sound audit contract, (4) constructed a model for it. From auditors and college business officers, data were collected on areas and scope of service, fees, personnel, advisory service, etc. Findings showed that auditors gave greatest service in financial and attendance accounting; purchasing, warehousing, and inventory; food services; student-body operations such as bookstores; fixed assets; insurance programs. Conclusions were: (1) school officers and auditors worked in harmony; (2) both accounting and auditing practices had improved since 1953; (3) auditors and officers generally agreed on areas of greatest service; (4) continuing audit was feasible and desirable; (5) auditors often gave advisory service. Recommendations were: (1) each district hire an external auditor on a continuing basis; (2) each district negotiate directly with him; (3) he visit the district every other month; (4) he meet with college administrators before, and the board after, preparing the final report; (5) he be employed for about five years, with option to terminate at any fiscal year-end; (6) contracts follow the model shown here. (HH)

ED 028 763 JC 690 114

Schill, William J. And Others  
An Analysis of the Role of Lewis-Clark Normal School in Idaho Higher Education with Recommendations.

Washington Univ., Seattle. Center for Development of Community Coll. Education.  
Report No.—UW-CDCCE-Occ-Pap-5  
Pub Date Jan 68  
Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—\*College Planning, \*Educational Planning, \*Junior Colleges, Technical Education, \*Vocational Education  
Identifiers—\*Idaho

Because of regional differences affecting higher education in Idaho, the Center for Development of Community College Education examined Lewis-Clark Normal School (LCNS) and possible new facilities and programs for its area vocational-technical adjunct. Findings included (1) the legislature disregarded a 1962 recommendation that LCNS become a junior college; (2) its vocational division was made an area vocational-technical school; (3) a state employment survey showed a need for technical personnel; (4) LCNS's 2-year but not 4-year, programs were accredited; (5) the dropout pattern showed LCNS already functioning primarily as a 2-year college; (6) some courses replicated those at the nearby University; (7) LCNS lacked student personnel services; (8) current plans would separate academic from vocational programs; (9) general and vocational programs had no interrelation; (10) LCNS buildings were under-used and vocational facilities inadequate; (11) architectural plans made no use of existing buildings and poor use of available land. Recommendations were that LCNS should (1) offer no baccalaureate programs; (2) have academic and vocational facilities on the same campus; (3) see that new facilities make best use of existing buildings and provide for joint use; (4) insure high quality in both academic and vocational curricula; (5) integrate academic and vocational curricula effectively; (6) provide in-service training for the faculty; (7) be part of a master plan for all levels of Idaho education. (HH)

ED 028 764 JC 690 115

Giles, Frederic T. McClaskey, Harris C.  
The Library Technician and the American Junior College: An Annotated Bibliography.  
Washington Univ., Seattle. Center for Development of Community Coll. Education.  
Report No.—UW-CDCCE-Occ-Pap-4  
Pub Date Jan 68  
Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85  
Descriptors—\*Junior Colleges, \*Library Education, \*Library Science, \*Library Technicians, \*Medical Libraries

This annotated bibliography is in two parts: (1) a select list of 60 documents for the administrator and librarian concerning recruitment and training for and manpower needs of the library profession, with an emphasis on library technical training in the junior college; and (2) a list of seven documents concerned with the library technician in the health sciences. In addition to consulting Dissertation Abstracts, Education Index, Library Abstracts, Library Literature and Reader's Guide to Periodical Literature, the authors obtained information from the American Hospital Association; The American Library Association; Center for Documentation and Communication Research, School of Library Science, Case Western Reserve University; Communication Services Corporation; Highline College; Institute for the Advancement of Medical Communication; Medical Library Association; School of Librarianship, University of Washington; Library Service, Veterans Administration; and Wenatchee Valley College. (MC)

ED 028 765 JC 690 116

Reitan, Henry M. Lander, Richard E.  
Educational Innovation in Community Colleges of the Northwest and Alaska.

Washington Univ., Seattle. Center for Development of Community Coll. Education.  
Report No.—UW-CDCCE-Occ-Pap-8  
Pub Date Aug 68  
Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20  
Descriptors—\*Experimental Programs, \*Innovation, \*Junior Colleges, Questionnaires

This report details the extent of adoption of specific instructional innovations in the community colleges of Alaska, Idaho, Montana, Oregon, Utah, Washington, and Wyoming. In summer 1968, questionnaires were sent to 49 colleges; 45 responded. They were asked to give information on 82 items labelled innovative in the literature and to add any others from their own knowledge. This produced a total of 92 technological, ideological, and organizational innovations, on which the colleges reported present use, present consideration, past use, and extent of use. The results



are shown in tabular form for nine main categories of innovation: (1) technological aids, (2) faculty use, (3) facilities use, (4) course and program planning, (5) instructional patterns and programs, (6) instructional organization, (7) scheduling, course or program completion, and calendar arrangement, (8) evaluation of student and program, (9) three additional innovations—(a) a college exploratory program, (b) a prison rehabilitation program, (c) non-computerized information storage and retrieval. Appended are (1) a list of colleges offering information and the name of the individual from whom to request it, (2) a list of participating colleges, (3) a model memorandum on procedures for the staff to use for suggesting innovations or experiments, (4) state-funded research projects in Washington July 1, 1968 to June 30, 1969. (HH)

ED 028 766

JC 690 117

Wilson, Pete Blum, William

**The Nature, Predictive Value, and Use of the American College Test at Ohlone College.**

Pub Date [68]

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Academic Ability, \*Achievement Tests, \*Grade Prediction, \*Grading, \*Junior Colleges, \*Predictive Measurement

Identifiers—\*American College Test, California

The following topics concerning the American College Test (ACT) are treated, with an emphasis on the use of the ACT at Ohlone College: (1) an explanation of what ACT scores are, how they are interpreted, and where the ACT 'fits' in the spectrum of educational tests; (2) factors that can influence ACT scores; (3) the use of the ACT in the prediction of college success and the limitations of its use; (4) the value of ACT data for teachers, including percentage distributions of scores at selected community and 4-year colleges using the ACT; (5) implications for grading and a discussion of the relative values of absolute and relative academic standards; (6) the use of individual ACT scores to help understand the failing student; and (7) male and female ACT averages and differences. Also included is a brief explanation of the meaning of the correlation coefficient and its use in placement and prediction. (MC)

ED 028 767

JC 690 118

Lombardi, John

**Student Activism in Junior Colleges: An Administrator's Views.**

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date 69

Note—83p.

Available from—American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors—\*Activism, Black Power, \*Junior Colleges, Mexican Americans, Negro Organizations, \*Student Behavior, \*Student College Relationship, \*Student Participation, Student Teacher Relationship

Identifiers—\*California

Beginning with an overview, the author traces the history of activism from the Berkeley Free Speech Movement to the present, noting that, while junior college activists are influenced by senior institutions, their activities are typically more moderate. Defining several activist groups and their special interests, he then discusses the new left (primarily the Students for a Democratic Society), the rightists, black students, Mexican-American students, and the elected student officers involved in the National Student Association. As for student government, he notes it has been bypassed by the activists, and efforts to participate in institutional governance are largely unsuccessful. Moving to student rights, he reviews the statements on this topic by the American Association of University Professors, the American Council on Education, and the organizations preparing the comprehensive "Joint Statement on Rights and Freedoms of Students." The last topics are community relations and relationships between students, faculty, and administration, where he discusses campus violence, the use of police, non-student activism, reactions to student excesses, and probable consequences. In conclusion, he assesses the effects of activism on cur-

riculum and instruction and on students, and reviews areas of future concern, including the possibility of backlash. (MC)

ED 028 768

JC 690 119

**Junior College Teachers of Science, Engineering, and Technology, 1967: Experience and Employment Characteristics.**

National Science Foundation, Washington, D.C.

Report No.—NSF-69-3

Pub Date Oct 68

Note—98p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—\*Engineering Education, \*Junior Colleges, Questionnaires, \*Science Teachers, Surveys, Teacher Education, \*Technical Education

Identifiers—\*National Science Foundation

This study proposed (1) to determine qualifications and teaching loads of junior college teachers of natural and social sciences, engineering and technology; (2) to examine the courses to identify needed improvements; (3) to determine the status of the profession according to the teacher's experience and his commitment to the junior college. Although 4663 questionnaires were sent, it was found that only 3920 recipients filled all the conditions of the survey. There were 2540 usable responses. Among the findings were: (1) 85% of the teachers were men; (2) the median age was 42; (3) 91% taught full-time; (4) 15% of the full-time and 20% of the part-time teachers were women; (5) part-time teachers were slightly over the median age; (6) California and Florida had the highest ratios of teachers to population; (7) 84% taught in the public colleges. The questionnaire, technical notes, and details of the survey are shown in the appendix; e.g., age and sex by geographic region and state, enrollment size, degrees earned, teaching experience, number of courses taught by field and degree, professional affiliations, length of current appointment, administrative and research duties, current work on higher degrees, outside employment, textbook appraisal, salaries, appraisal of success, degree of satisfaction, career aims, and various other correlations. (HH)

ED 028 769

JC 690 120

**An Approach to the Teaching of Psychiatric Nursing in Diploma and Associate Degree Programs: Workshop Report.**

National League for Nursing, New York, N.Y.

Mental Health and Psychiatric Nursing Advisory Service.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—NLN-33-1288

Pub Date 67

Note—69p.

Available from—National League for Nursing, Mental Health and Psychiatric Nursing Advisory Service, 10 Columbus Circle, New York, New York 10019 (\$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—\*Junior Colleges, \*Mental Health, \*Nurses Aides, Nursing, \*Occupations, \*Psychiatric Aides

This workshop was the third and final phase of a project to determine what goals, methods, content, and learning experiences in psychiatric-mental health nursing should be included in diploma and associate degree education for nursing in light of present day trends in psychiatric care. The project indicates that the hospital is no longer the focal point of psychiatric care and the community is very much involved in mental health activities. Nurses need to be involved in learning experiences that include the whole mental health continuum. The first phase of the project was the selection of eight diploma and eight associate degree educational programs in nursing to participate in the study. The second phase was the selection of content and learning experiences appropriate to both programs. The purpose of the workshop was to prepare faculties to use the project method of planning a course in nursing care. This summary of the 5-day workshop includes (1) integration of psychiatric-mental health nursing content in a curriculum, (2) individual behavior and the nurse-patient relationship, (3) the group process, (4) therapeutic environment, (5) the

trend toward community mental health centers, (6) 31 selected operational definitions, and (7) workshop materials. A bibliography is organized into (1) curriculum development, (2) ward environment, (3) group work skills, and (4) community mental health trends. (RM)

ED 028 770

JC 690 121

Walsh, Joan E. Taylor, Cecelia Monat

**An Approach to the Teaching of Psychiatric Nursing in Diploma and Associate Degree Programs: A Method for Content Integration and Course Development in the Curriculum.**

National League for Nursing, New York, N.Y. Research and Development.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—NLN-19-1336

Pub Date 68

Note—85p.

Available from—National League for Nursing, Division of Research and Development, 10 Columbus Circle, New York, N.Y. 10019. (\$2.25)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—\*Junior Colleges, \*Mental Health, \*Nursing, \*Psychiatric Aides, \*Subprofessionals

This report is for use by nurse educators concerned with curriculum development and by nursing service personnel wishing to provide quality care. Eight diploma schools and eight associate-degree programs were chosen to participate in the project as testing centers for the methods and materials. Content and learning experiences in psychiatric/mental-health nursing were assessed by questionnaire and interview. Definitions and expected competence were stated for the general practice of nursing, nurse-patient relationships, communication skill, therapeutic environment, community aspects, and work with patient groups, nursing teams, and interdisciplinary teams. To achieve this competence, the course content had to be identified, levels of progression determined, and related course content planned. Learning experiences and evaluation methods were devised concurrently. Planning for integration of psychiatric/mental-health nursing content in the curriculum and for the course in nursing care of the mentally ill included three concepts: (1) man in relation to himself (dynamics of individual behavior); (2) man in relation to others (dynamics of communication); and (3) man in relation to the environment (dynamics of environmental influences). Appendixes include a full explanation of these concepts, bibliography, definitions, participating programs, and a list of the consultants for the project. (HH)

ED 028 771

JC 690 125

**Criteria for Quality (Part I): Proceedings; Papers Presented at the Annual General Meeting of the Council of Member Agencies, Department of Associate Degree Programs (2nd, San Francisco, March 2, 1967).**

National League for Nursing, New York, N.Y. Dept. of Associate Degree Programs.

Report No.—NLN-23-1273

Pub Date 67

Note—48p.

Available from—National League for Nursing, Department of Associate Degree Programs, 10 Columbus Circle, New York, New York 10019 (\$1.25)

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Accreditation (Institutions), Associate Degrees, \*Junior Colleges, \*Nursing, Post Secondary Education, \*Subprofessionals, \*Technical Education, \*Vocational Education

Participants heard five papers concerning associate degree programs in nursing education. The keynote address, "Educational Criteria and Social Change," stressed the importance of changing educational patterns to keep up with a dramatically changing social order, in terms of both health care and student needs. The next address, "Problems and Issues in Accreditation by Specialized Agencies of Vocational-Technical Curricula in Post-Secondary Institutions," notes that the federal government bypassed education in the process of setting national standards, and reviews present and possible means of accreditation, usually by an appropriate professional association. The next two papers deal with the problems of teacher preparation for nursing pro-

grams and some possible solutions. The final address outlines the Teaching Internship Program, a joint project of the Junior College District of St. Louis and Southern Illinois University, which is attempting to overcome shortages of teachers in semi-professional career programs. (Part II of these proceedings is reported in the following document of the same title.) (MC)

ED 028 772 JC 690 126

**Criteria for Quality (Part II): Processings; Papers Presented at the National Conference for Associate Degree Programs in Nursing (4th, San Francisco, March 3-4, 1967).**

National League for Nursing, New York, N.Y. Dept. of Associate Degree Programs.

Report No.—NLN-23-1285

Pub Date 67

Note—89p.

Available from—National League for Nursing, Department of Associate Degree Programs, 10 Columbus Circle, New York, New York 10019 (\$1.75)

EDRS Price MF-\$0.50 HC-\$4.55

Descriptors—Accreditation (Institutions), Associate Degrees, \*Junior Colleges, \*Nursing, Post Secondary Education, \*Subprofessionals, \*Technical Education, \*Vocational Education. Identifiers—\*National League for Nursing

Participants heard eighteen papers, fourteen of which are included here. On the topic of federal agencies and funding, the Nurse Training Act of 1964, the Nursing Student Loan Program, and the Vocational Education Act of 1963 were discussed, emphasizing nursing education in two-year post-secondary institutions. These presentations were followed by a panel on accreditation, which presented an overview, the viewpoints of the American Association of Junior Colleges and the American Nurses' Association on associate degree nursing programs, the viewpoint of the National League for Nursing on baccalaureate and other higher degree nursing programs, and a discussion of the values of accreditation in general to a community college. Topics of other papers included the identification of criteria to support change; innovations in nursing education; the use of closed-circuit television, single-loop films, and other teaching aids; and reviews of several current training programs for nursing faculty. (Part I of these proceedings is reported in the preceding document of the same title.) (MC)

ED 028 773 JC 690 127

Berry, Elizabeth

**The Salvage Function in the Junior College: Myths and Actualities.**

Pub Date [69]

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—\*Counseling, \*Junior Colleges, \*Low Achievers, \*Prediction

Reporting on 162 second-chance students, the investigator found that 36% succeeded in the junior college, that most of the successful ones did not come directly to the junior college after dismissal from the first institution, that high school class rank was the best single indicator of success of second-chance students, that the grade point average for the first semester at the junior college is the best single indicator of long-range success, that achievement test scores taken in high school have value for identification of the late bloomer, that over half the sample studied left at the end of the first semester, that the successful students attributed their success to the fact that they were now older, more mature, and knew what they wanted. The report recommends mandatory pre-admission counseling for all high-risk students (to include extensive testing), evaluation of student personnel programs, and more training for junior college counselors. (JC)

ED 028 774 JC 690 128

**A Student Characteristic Report Concerning the Day and Evening College Students Attending Golden West and Orange Coast Colleges During the Fall and Spring Semesters, 1968-69.**

Orange Coast Junior Coll. District, Costa Mesa, Calif. Research Office.

Pub Date Mar 69

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—\*Junior Colleges, \*Student Characteristics, \*Student Enrollment. Identifiers—California

This series of tables analyzes the enrollment of males, females, and totals of both day and evening classes of two colleges for two semesters. These eleven student characteristics are measured: (1) total students enrolled, (2) age: 21 and under, over 21 years; (3) high school: graduate, non-graduate; (4) goal: transfer, terminal; (5) other college experience: yes, no; (6) unit load: up to 11.5, 12 and over, non-credit; (7) student declared major: agriculture, business, language and literature, fine and applied arts, mathematics and science, para-medical, physical education, social science, technology, general interest; (8) degree goal: A.A., B.A., A.A. and B.A., none; (9) collegiate standing: freshman (0-29.5 units), sophomore (30-59.9 units), sophomore (60 or more units), graduate; (10) attendance time: before 4:30 PM, before and after 4:30 PM; (11) location of high school last attended: within the junior college district, other Orange county junior college district, other California junior college district, outside California but inside the United States, outside the United States, none. Sample findings: total of day and evening students for both colleges Fall semester 1968 was 22,717; and for Spring 1969 it was 22,753. Of the Fall 1968 total, 156 students never attended high school and an additional 3,081 attended high school but never graduated. Respective figures for Spring 1969 are: 161 students never attended high school; 3,163 attended but never graduated. (RM)

ED 028 775 JC 690 129

**Instructor Rating Scale Study, Orange Coast College, Fall Semester, 1968.**

Orange Coast Junior Coll. District, Costa Mesa, Calif. Research Office.

Pub Date Mar 69

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—\*Junior Colleges, \*Rating Scales, \*Teacher Evaluation. Identifiers—\*California

This report summarizes the results of an instructor-rating scale, which was distributed to students at a California junior college. Reported are individual instructor's average scores on seventeen items, the individual instructor's average score on all of the items rated, the overall instructor's average score on each item, and the overall instructor's average score on all of the items. A copy of the scale is included. (JC)

ED 028 776 JC 690 130

**A Comparison of the California Junior College Active Enrollments with the Orange Coast College and Golden West College Enrollments, Spring, 1968.**

Orange Coast Junior Coll. District, Costa Mesa, Calif. Research Office.

Pub Date Feb 69

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—\*Adult Education, \*Instructional Program Divisions, \*Junior Colleges, \*Student Enrollment. Identifiers—\*California

This analysis involves enrollment data from Fall 1966 through Spring 1968. It compares two colleges and all California junior colleges in terms of age (defined as adults, minors, and baccalaureate degree holders or higher) and hours of attendance (12 or more hours as full-time, less than 12 hours as part-time) of students. Tables provide data as follows: (1) annual increase or decrease in graded classes by full-time or part-time students. The part-time category is analyzed as adults (age 21 and over, enrolled for fewer than ten class hours) and other (students with an Associate of Arts degree or higher); (2) same data as above but for ungraded classes (those for adults); (3) Spring 1968 enrollment of freshmen, sophomores, and all others (students with an Associate of Arts degree or higher) in graded classes analyzed by full- and part-time status as described in (1) above; (4) Spring 1968 enrollment of minors, defined adults, and other adults in ungraded classes (classes for adults) analyzed by full- or part-time status. (RM)

ED 028 777 JC 690 131

Jones, Emmett L.

**Results of a Study to Aid in Defining "Success" for Students at the Southeast Branch of the Chicago City College.**

Pub Date Feb 69

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—\*Achievement, \*Dropouts, \*Junior Colleges, \*Objectives, \*Student Characteristics. Identifiers—Chicago

This study examined the responses of 2,211 students constituting about 75% of the enrollment of an urban junior college in an effort to identify elements of student attrition. The author suggested that there may be criteria of success other than graduation. The purpose of the study was to aid in a definition of "success" as perceived by this sample of subjects. Findings: (1) more students in business, political science, health, and occupational-technical areas tended to plan to graduate than students in science, arts, and humanities, (2) more students seeking professional and graduate degree planned to transfer than to graduate with an A.A. degree, (3) 32% of the students planned to graduate, 30% were not sure if they planned to graduate, 40% were part-time, etc. Conclusions include the idea that, in addition to graduation, "success" in junior college can mean an opportunity to (1) develop interests and aptitudes, (2) formulate definite goals and objectives, (3) achieve passing grades after previous failure, and/or (4) complete part of collegiate training at low cost. It was recommended that educators differentiate between education and training and question their current curricular decisions about what knowledge future college-educated citizens should possess. It was also stated that insistence on the same degree requirements for all students might lead to frustration, academic failure, and finally to college drop-out. (RM)

ED 028 778 JC 690 133

Bossone, Richard M.

**The Writing Problems of Remedial English Students in Community Colleges of the City University of New York.**

City Univ. of New York, N.Y. Research and Evaluation Unit for Special Programs.

Pub Date Jan 69

Note—90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—\*Evaluation, \*Junior Colleges, \*Remedial Instruction, \*Writing. Identifiers—\*New York

The investigator describes the writing problems of remedial English students in four community colleges and concludes: (1) remedial English teachers disagree on the value of certain writing factors; (2) prefer global ratings of initial compositions; (3) disagree on criteria for evaluating compositions, placement procedures, course objectives, instructional practices, and attitudes toward students; and (4) that objective tests used had high content validity. Recommendations include (1) definition of terms and identification of goals (i.e., developmental, corrective, and remedial teaching), (2) the use of several tests for placement, (3) emphasis on diagnostic procedures, (4) attention to developing constructive teacher attitudes, (5) the value of student conferences, (6) district conferences on composition, and (7) the need for Research and Instructional Service Centers. (JC)

ED 028 779 JC 690 135

Loftin, Lloyd Hughes

**A Survey of the Zoological Course Offerings in the Two-Year Junior Colleges of the North Central Association Compared to the Courses Recommended by a Panel of Judges, with Implications as to Future Trends.**

Oklahoma State Univ., Stillwater. Graduate School.

Pub Date May 68

Note—258p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors—\*Biological Sciences, \*Curriculum Research, \*Junior Colleges

This study attempted to discover how well practitioners and specialists feel the community college is providing life-science education for all of its constituency. It compared opinions of 218 administrators and instructors of public and private junior and senior colleges concerning what they thought should be taught. The information was taken from bulletins, catalogs, and announcements of offerings from the 83 community junior colleges of the North Central Association. Findings and conclusions included: (1) one year of life science should be required for the As-



sociate of Arts degree, (2) a 1-year integrated principles of general biology course was considered more appropriate for beginning students than general botany or general zoology for one semester each, (3) two hours of laboratory for 1-hour credit was considered appropriate, (4) the life-science requirement should vary according to the individual student's curriculum, (5) eight semester hours was the minimum recommended in the 2-year college, (6) prerequisites were viewed as suggestions to qualified students, but as barriers to ill-prepared ones, (7) the 4-year and private colleges were not inclined to use an integrated course in general biology for both major and non-major. (EM)

ED 028 780 JC 690 136  
Jones, Milton O.

**Student Protest in the Junior College: A National Survey of Student Unrest and Protest Activities in the Junior College.**

Pub Date 68

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—\*Activism, \*Junior Colleges, Questionnaires

A questionnaire-opinionnaire survey of 68 junior colleges in 30 states, explored questions such as the amount and type of protest on junior college campuses, the extent of faculty and nonstudent involvement, the degree of institutional planning for protest situations, opinions concerning the relative lack of protest on junior college campuses, and opinions concerning successful approaches to student unrest. It revealed conclusions such as: (1) student unrest activities are primarily non-physical, centering around food service, rules on dress and appearance, student publications, and student representation in policy-making; (2) 20% of the respondents indicated some active faculty involvement in protest situations; (3) 90% of the student personnel departments have plans ready for possible protest situations; (4) 45% of the institutions indicated that governing boards had taken no action on protest situations; (5) the non-residential nature of junior colleges is the most important reason for a lack of protest in these institutions; and (6) that attempts to meet students' needs and to involve students in policy-making are needed. (JC)

ED 028 781 JC 690 137

O'Neill, John H. And Others

**Interim Report on the Sixteen-Credit Combined Course Offered in the General College, Spring Quarter, 1968.**

Minnesota Univ., Minneapolis. General College.

Pub Date 69

Note—54p.

Journal Cit—The General College Studies; v5 n1 1968-69

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—\*Experimental Curriculum, \*Junior Colleges, \*Student Attitudes, \*Team Teaching

This interim report of an experimental 16-credit, team-taught course, which included literature, composition, speech, and social studies, focused on the problems of poverty in two cities. Results indicate a positive change in student attitudes toward the problems of poverty and of the poor. Evidence includes pretest and posttest scores on an attitudinal test, student comments, and testimony in student themes. Some evidence is reported on mutual enrichment of courses; conventional course objectives are also measured. A list of texts used in this course is included. (JC)

ED 028 782 JC 690 138

LaPradd, Charles W. Bonner, Avon A.

**An Innovation in Guidance at St. Johns River Junior College: Putting Theory into Practice.**

Pub Date [68]

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—\*Counseling, \*Innovation, \*Junior Colleges, \*Student Personnel Services, \*Student Teacher Relationship

Identifiers—Florida

The first-year objective of this experimental program was to give every student information relating to (1) college procedures, (2) study habits, (3) careers, and (4) personal adjustment. To accomplish these objectives faculty volunteers were recruited to assist the professional counselors in offering 15 instructional hours to each student. An in-service training program for coun-

selors and teacher-advisors was conducted during the summer prior to implementation of the experimental program. Training included theories and practices involving lay helpers, group guidance techniques, consultative methods, basic learning, guidance, etc. One facet of the overall program was the establishment of a course with one hour of credit to be applied at graduation and required of all full-time entering freshmen. Twenty students were assigned to each teacher-advisor, who was to guide them during their 2-year stay at the college. Whenever a serious emotional problem arose, the student was referred to the professional counselor. At the end of the first year, a survey revealed that over 93% of the students said that they had been "helped." Individual personalized interactions of students with teachers received highest value ratings. Faculty relations were helped and the in-service training program was continued for a second year at the request of the participants. (RM)

ED 028 783 LI 000 424

Leimkuhler, F. F.

**Mathematical Models for Library Systems Analysis.**

Purdue Univ., Lafayette, Ind. School of Industrial Engineering.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 4 Oct 67

Grant—NSF-G-2394; NSF-GN-519

Note—17p.; Paper prepared for a conference at the Drexel Institute of Technology, September 17-20, 1967

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 176 113, MF \$0.65, HC \$3.00) Journal Cit—Drexel Library Quarterly; v4 n3 p185-196 Jul 1968

Document Not Available from EDRS.

Descriptors—Automation, Computers, Information Storage, Library Equipment, \*Library Planning, \*Mathematical Models, \*Operations Research, Research Libraries, Sampling, Simulation, \*Systems Analysis, \*University Libraries

The paper reviews the research on design and operation of research libraries sponsored by the Purdue University Libraries and the Purdue School of Industrial Engineering. The use of mathematical models in library operations research is discussed. Among the mathematical methods discussed are marginal analysis or cost minimization, computer simulation, and statistical inference. The shelving models, storage and retrieval models, and search and file organization models developed by the Purdue operations research group are described. (CC)

ED 028 784 LI 000 734

Rubinoff, Morris And Others

**Experimental Evaluation of Information Retrieval Through a Teletypewriter.**

Pennsylvania Univ., Philadelphia. Moore School of Electrical Engineering.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.; Army Research Office, Durham, N.C.

Report No—AF-49-638-1421

Pub Date Jun 67

Note—27p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 660 083, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Communications, \*Computer Programs, Computers, \*Evaluation, Evaluation Methods, \*Information Retrieval, Information Seeking, \*Information Systems, Learning, Man Machine Systems

Identifiers—Teletypewriter, TTY

A minimum of 30 minutes is required to learn even the rudiments of the command language (Symbolic Language). Although written instructions are helpful, practice is essential. The programmed instruction routines, which took approximately 20 minutes, were mostly of the 'yes-no' variety. Expanded routines, which would require other replies and would give student-users actual practice in formation of retrieval requests would have been better, but would have taken considerably more time (and would have tried the patience of more astute students). Flexibility was sacrificed for the sake of simplicity in the command language, and this was pointed out as a definite deficiency by many of the subjects. In-

creased flexibility would have added to the required learning time. The slow typing speed of the teletypewriter (slower than the average reading rate) and the high noise level were pointed out as distracting factors by many of the subjects. (Author)

ED 028 785

Woods, Bill M.

**Information System Development: Phase I.**

Management Planning.

Engineering Index, Inc., New York, N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date May 68

Note—67p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PA 178 753, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Administration, Administrative Organization, \*Automation, Computers, Indexing, Information Needs, Information Processing, Information Services, \*Information Systems, Marketing, \*Operations Research, Personnel, \*Planning, Publications, \*Systems Development

Identifiers—\*Engineering Index  
Objectives of this study of the operations of Engineering Index were to: (1) determine the need for a planning capability, (2) blueprint a mechanism to accomplish planning, and (3) recommend priorities requiring planning attention. Topics considered in the study are planning, the role of the board of directors and trustees, organizational structure, personnel, space, editorial management, time lag, production, marketing, and products. Recommendations for improved operations at Engineering Index include: (1) establishment of a Planning Advisory Committee; (2) creation of a full time position of Manager, Planning and Research Division; (3) preparation of a grant proposal for submission to the National Science Foundation (NSF) which should include support for the ongoing input into the computerized data base for plastics and electrical-electronics engineering, publication of the plastics monthly bulletin, further development of the User Participation Program, experimental work with the Mohawk Data Recorder, and writing of conversion programs for the IBM 360 computer; and (4) preparation of another grant proposal to NSF to cover a marketing study; evaluation of the pilot project; research into language, categorization and indexing problems; and the development of programs for effective file partitioning, computer representation and console display of the indexing and categorization structure, and Selective Dissemination of Information. (Author/JB)

ED 028 786 LI 000 852

Rees, Alan M. Saracevic, Tefko

**The Measurability of Relevance. Comparative Systems Laboratory Technical Report No. 7.**

Western Reserve Univ., Cleveland, Ohio. Center for Documentation and Communications Research.

Spons Agency—National Science Foundation, Washington, D.C.; Public Health Service (DHEW), Arlington, Va.

Report No—CSL-TR-7; FR-00118-03; NSF-C-423

Pub Date Aug 66

Note—22p.; Paper presented at Annual Meeting of the American Documentation Institute (Santa Monica, Calif., Oct. 3-7, 1966)

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 177 577, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Evaluation, \*Evaluation Methods, \*Information Retrieval, \*Information Systems, Measurement Instruments, \*Relevance (Information Retrieval), Research Projects

The history and significance of relevance as a concept in information retrieval is reviewed. The shift from the idea of relevance as an objective criterion for measures to the widespread acceptance of relevance as a manifestation of a highly subjective and inconsistent response is discussed. It is argued that relevance judgments can be useful as a measuring instrument for testing the performance of information retrieval systems when a specific, ordered and finite (users), performing specified functions in specified subject areas for a specified purpose, within a specified environment and within a certain limited period in time. Experiments now in

progress at Western Reserve University on the psychology of the relevance judgment process, related to the above hypothesis, are briefly described. Possible directions for future research on relevance are indicated. (Author)

ED 028 787 LI 001 879

Henderson, Madeline M. And Others.  
Cooperation, Convertibility, and Compatibility  
Among Information Systems: A Literature  
Review.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Applied Technology.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NBS-MISC-PUB-276

Pub Date 15 Jun 66

Note—144p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (MiscPub-276, MF \$0.65, HC \$2.00). Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.00)

Document Not Available from EDRS.

Descriptors—Automation, Clearinghouses, Coordination, \*Documentation, \*Federal Government, Information Centers, Information Dissemination, Information Processing, Information Services, \*Information Systems, \*Interagency Cooperation, Libraries, Library Cooperation, Library Technical Processes, Literature Reviews, Publications, \*Scientific Research, Standards, Technical Reports

The purpose of the study of the literature on which this report is based was to examine those problems in the field of documentation and in the operation of information systems which could possibly be solved or alleviated by some greater measure of cooperation, convertibility, or compatibility among systems, particularly those systems for handling scientific and technical information supported in whole or in part by the United States Government. The material covered in this report represents primarily information from a selective survey of the literature published through December 1963. In a few instances, however, pertinent material published later has also been included. An account is given of early developments and general background information about organizations active in cooperative documentation efforts. Current cooperative activities are then discussed in terms of dissemination and publication of secondary sources, acquisition and exchange of publications, analysis and identification, systematization and terminology control, storage and search, and standardization. General problems and special problems raised by the prospects for mechanization are then discussed. A final section raises questions with regard to the implications for future progress. Appended is a list of references cited and selected bibliography of 660 items. (Author/JB)

ED 028 788 LI 001 353

Bundy, Mary Lee.  
Metropolitan Public Library Users: A Report of a  
Survey of Adult Library Use in the Maryland  
Baltimore-Washington Metropolitan Area.

Maryland Univ., College Park. School of Library and Information Services.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Library Extension.

Pub Date 68

Note—130p.

Available from—Student Supply Store, University of Maryland, College Park, Maryland 20742 (\$3.50)

Document Not Available from EDRS.

Descriptors—Adults, Bibliographies, Distance, Geographic Location, Individual Characteristics, Information Needs, Library Cooperation, \*Library Networks, Library Services, \*Library Surveys, \*Metropolitan Areas, Middle Class, Occupations, \*Public Libraries, Public Opinion, Reading Interests, Social Change, Statistical Data, \*Use Studies

Identifiers—\*Maryland, Baltimore

This survey of the users of one hundred library units in the eight library systems in metropolitan Maryland is based on a brief questionnaire given to every fifth adult user who entered any of these libraries during six days over the period of March 28, 1966, to May 7, 1966. The research effort was directed toward discovering which elements of the community are reached, the means by

which patrons get to libraries, purposes for library use, subject interests, and the nature of the library encounter. This report includes: (1) a discussion of the survey scope and method; (2) a review of the literature on public library use studies; (3) background information on the counties and their libraries; (4) an examination of change in these library systems; (5) a profile of library users; (6) an analysis of factors influencing library use including differences in library systems, patron occupations and library size; (7) an examination of user attitudes; (8) data on inter-library use; and (9) a consideration of the broad implications of the study findings, based on the observation that public libraries are still tied to traditional commitments and to traditional clientele. Appended is the survey questionnaire, a bibliography listing 26 sources of information about Maryland, and an annotated bibliography of 42 public library user studies. (JB)

ED 028 789 LI 001 385

Zeltman, Gerald.  
Scientific Recognition and Communication  
Behavior in High Energy Physics.

American Inst. of Physics, New York, N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-GN-623

Pub Date 68

Note—185p.; Ph.D. Dissertation submitted to The Johns Hopkins University 1968

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 890, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Communication (Thought Transfer), \*Information Dissemination, \*Information Needs, \*Information Seeking, Information Sources, Information Utilization, Institutional Environment, \*Physics, Professional Recognition, Scientific Personnel

The study is concerned with scientific (i.e., professional) recognition and communication behavior in theoretical high energy physics. The sample consists of 977 respondents working in thirty-eight countries. The conferral of two components of professional recognition, research leadership and advisorship, as they are affected by geopolitical and cultural factors is examined. Introduced into this analysis are three additional independent variables: institutional concentration which refers to the number of theoretical high energy physicists at an institution; country group which concerns the level of activity in a particular country in this area of physics, and professional activity which refers to scientists' involvement in such activities as teaching, consulting, editorial work, etc. The study then proceeds to investigate the relative importance of particular variables in accounting for differential usage of formal, semi-formal and informal channels of communication in satisfying several specific information needs. The relative importance of each of the independent variables are examined with the effects of other variables controlled as appropriate. (Author)

ED 028 790 LI 001 389

Central Lane Planning Council's Library System  
and Procedures for Operation.

Central Lane Planning Council, Eugene, Oreg.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Jul 68

Note—60p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (PB 180 231 MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Automation, Cataloging, \*City Planning, \*Classification, \*Information Retrieval, Information Systems, Library Equipment, \*Planning Commissions, \*Regional Planning

The report serves as a guide and manual to the Central Lane Planning Council's (CLPC) planning library and describes representative planning library material retrieval systems which are adaptable for use by public and private planning agencies. CLPC library policy and administrative procedure are outlined in the report. Material storage and library equipment utilized in CLPC's library are described as well as methods and procedures commonly used in other planning libraries. Examples of representative special

planning library classification and cataloging systems are described and analyzed for their adaptability by local planning agencies. The CLPC retrieval scheme is explained and the classification system is set out in detail. (Author)

ED 028 791 LI 001 420

Syner, James C.

A Computer Based Biomedical Information  
System. I. Logic Foundation and Techniques

Army Medical Research and Nutrition Lab., Denver, Colo.

Report No.—USAMRNL-320

Pub Date Oct 68

Note—69p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 681 893, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Automation, Computer Programs, \*Computers, Hospitals, \*Information Processing, Information Retrieval, Information Storage, \*Information Systems, \*Medical Research, Medical Services, Models, Physicians, Scientific Personnel, Systems Analysis, Systems Development

A digital computer based biomedical information system was designed to serve the needs of physicians engaged in patient care and clinical research, and scientists engaged in laboratory research. The system embraces all functions of information processing which include information collection, storage, retrieval, analyses and display. The principal goal of the project is to place these functions under the maximum degree of automation possible with existing hardware-software capabilities. At the time of this report the status of the system is best characterized as "semi-automatic." From the time of inception, and throughout implementation, the project has been carried out under the concepts, principles and techniques of the systems analyses. Experience has demonstrated that a total biomedical information system to service a complex medical facility will necessarily evolve through several generations of hardware-software alterations. Progress is dependent upon support and participation from the professional staff, including both physicians and scientific investigators. (Author)

ED 028 792 LI 001 421

Painter, Ann F.

The Role of the Library in Relation to Other  
Information Activities, A State-of-the-Art Review.  
Final Report.

Indiana Univ., Bloomington. Graduate Library School.

Spons Agency—Office of the Chief of Engineers (Army), Washington, D.C.

Report No.—EF-68-45; TISA-23

Pub Date Aug 68

Note—92p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 682-010, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Administration, Agency Role, Bibliographies, Clearinghouses, \*Federal Government, Financial Support, \*Information Centers, Information Networks, \*Information Services, Information Systems, \*Libraries, \*Library Services, Literature Reviews, National Libraries, Personnel, Use Studies

This state-of-the-art has been conducted as Phase I of an investigation of the Federal Library Committee, Task Force on the Role of Libraries in Information Systems. The purpose of this review is to determine from the literature the role of the library in relation to other information activities in federal agencies based in the Washington, D.C. area which deal with scientific and technological information within the last ten years. Traditionally the library has been the repository of printed information and has assumed the responsibility for its acquisition, processing, storage, and dissemination; however, since World War II, and more particularly in the last ten years other information activities have largely taken over some of the old functions. In order to establish the roles of the library and federal information activities and discover the reasons for the development of separate facilities, these topics appearing in the literature are examined: definitions, functions, objectives, organization, financial base, services, personnel and



the user. Analysis and interpretation of the data reveals that the library is a major element within a more comprehensive network or system and that the nature of the information handling problem has become so complex that no one element can hope to provide total service and control. A two-part bibliography of 208 items, arranged alphabetically and classified, supplements the text. (Author/JB)

**ED 028 793** LI 001 428

Harris, Jessica L.

**A Study of the Computer Arrangeability of Complex Terms Occurring in a Major Tool Used in Subject Analysis. Final Report.**

Columbia Univ., New York, N.Y. School of Library Service.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-8045

Pub Date Mar 69

Contract—OEC-1-7-078045-3545

Note—57p.

**EDRS Price MF-\$0.25 HC-\$2.95**

Descriptors—Automation, \*Cataloging, Catalogs, Computer Programs, \*Computers, \*Filing, Information Processing, \*Information Storage, Libraries, Punctuation, \*Subject Index Terms, Word Lists

Identifiers—\*Library of Congress List of Subject Headings

Based on the principle that alphabetical arrangement should be based on the characters actually appearing in the sort field, a computer filing code was produced which provides rules for formatting entries for computer manipulation. This study applies the principles developed in that code to library subject headings, using a sample of the Library of Congress list of subject headings as a basis. The study was limited to formatting and styling procedures. A preliminary investigation was performed to determine the kinds of headings which would arrange on the computer in an order different from the present one. A set of rules for styling of headings so that they could be computer arranged in an order somewhat simpler than the present one was developed and tested. This test was partially successful: the rules can be applied clerically, and professional effort can be limited to editing on the basis of a preliminary sort. The styled headings were sorted once and edited, and the output will be available from the archives of the Office of Education. The order and appearance of the styled headings are somewhat different from the subject heading list. However, the sorting order of only 2.4% of the headings which were not part of large groups all beginning with the same word was changed. It was concluded that, with some reservations, the study demonstrated that subject headings can be so styled as to file unambiguously on the computer. (Author/JB)

**ED 028 794** LI 001 437

**Interlibrary Loan in New York State; A Report Prepared for the Division of Library Development of the New York State Library.**

Nelson Associates, Inc., New York, N.Y.

Spons Agency—New York State Library, Albany. Div. of Library Development.

Pub Date Feb 69

Note—320p.

Available from—Nelson Associates, Inc., 845 Third Avenue, New York, N.Y. 10022 (\$10.00)

**EDRS Price MF-\$1.25 HC Not Available from EDRS.**

Descriptors—Automation, Information Needs, \*Interlibrary Loans, \*Library Cooperation, \*Library Networks, Library Programs, \*Library Services, \*Library Surveys, Regional Programs, State Programs

Identifiers—\*New York State Interlibrary Loan Network, NYSILL

Discussed in this report are: (1) the current operations of the New York State Interlibrary Loan Network (NYSILL), (2) the role this network plays within the overall context of interlibrary borrowing and lending in the state, and (3) the possibilities for future development of these services. In addition to reviewing the projects, NYSILL is evaluated by examining other interlibrary loan systems and resources to establish the framework in which NYSILL operates and by studying the implications of NYSILL's modifications of the traditional

procedures of interlibrary lending. Topics covered in the report include: the development of requests, the operation of the NYSILL network, regional networks and direct academic service, NYSILL and library technology, and interlibrary loan in New York State. It is concluded that NYSILL has fully demonstrated its value to library patrons, and it is recommended that the program be made one of the permanent reference and research services provided by the state. It is also concluded that the two regional interlibrary loan systems funded by the state at Buffalo and Rochester are complimentary to NYSILL and have proved to be successful, and it is suggested that these networks also be permanently funded. Appendixes include details on the library survey and the analysis of interlibrary loan requests, an interim report on phase I of the project, and a 79-item bibliography. (Author/JB)

**ED 028 795** LI 001 449

**Colorado Plan for Library Development.**

Colorado State Library, Denver.

Pub Date Mar 67

Note—48p.

**EDRS Price MF-\$0.25 HC-\$2.50**

Descriptors—College Libraries, Financial Support, \*Library Cooperation, \*Library Planning, \*Library Programs, Library Reference Services, \*Library Services, Library Standards, Library Surveys, Public Libraries, School Libraries, Special Libraries, State Libraries, \*State Programs, University Libraries

Identifiers—\*Colorado

The Colorado Plan for Library Development is intended to serve as a general guide for the development of library service in the state. The Plan, which includes a number of recommendations from the Nelson Associates Report of 1965 (ED 020 746), was drafted by a committee representing the Colorado Council for Library Development, the Colorado Library Association, and the Colorado State Library, and reflects the thinking of academic, school, public, and special librarians. There is a brief discussion of the current status of Colorado's academic, public, school, and special libraries. The primary objectives of the Plan are to (1) change the Colorado Library Law of 1947 to make implementation of the Plan possible, (2) redefine the role of the Colorado State Library, (3) provide for the legal establishment of public library systems, (4) establish a complete state-wide reference service, (5) establish standards for library operations, (6) define and implement the roles of the several types of libraries, and (7) establish study groups to develop state-wide programs within the framework of the Plan. The role of the State Library, and plan of operation, and the financing of the state Plan are also discussed. (Author/CC)

**ED 028 796** LI 001 452

**Guidelines for Audio-Visual Services in Academic Libraries.**

Association of Coll. and Research Libraries, Chicago, Ill.

Pub Date 68

Note—31p.

Available from—American Library Association, 50 East Huron St., Chicago, Illinois 60611 (\$1.50)

**EDRS Price MF-\$0.25 HC-\$1.65**

Descriptors—\*Audiovisual Aids, Audiovisual Centers, \*Audiovisual Programs, Bibliographies, Cataloging, \*College Libraries, \*Guidelines, Junior College Libraries, Library Acquisition, Library Facilities, Library Material Selection, Library Services, \*University Libraries

The purpose of these guidelines, prepared by the Audio-Visual Committee of the Association of College and Research Libraries, is to supply basic assistance to those academic libraries that will assume all or a major portion of an audio-visual program. They attempt to assist librarians to recognize and develop their audio-visual responsibilities and to incorporate the newer media within the traditional concepts of library service, and should not be considered an accrediting measurement. They contain no quantitative standards since these will vary with each institution depending on the extent of that institution's involvement in an audio-visual program. Topics covered in the guidelines include: planning, types of materials, equipment, budget, personnel, facilities, selection, acquisition and cataloging, collection organization and main-

tenance, and service. A bibliography of 115 items is appended. (Author/JB)

**ED 028 797** LI 001 453

**For Storytellers and Storytelling; Bibliographies, Materials, and Resource Aids.**

American Library Association, Chicago, Ill. Children's Services Div.

Pub Date 68

Note—35p.

Available from—American Library Association, 50 East Huron Street, Chicago, Ill., 60611 (\$1.50)

**EDRS Price MF-\$0.25 HC-\$1.85**

Descriptors—\*Audiovisual Aids, Audiovisual Programs, \*Bibliographies, Books, \*Childrens Books, Curriculum, Films, Filmstrips, Indexes (Locators), Library Schools, Periodicals, Phonograph Records, Phonotape Recordings, Poetry, \*Story Telling

This bibliography of materials, resource aids, and bibliographies for storytellers and storytelling is the result of a study by the Storytelling Materials Survey Committee of the Children's Services Division. In addition to surveying library school curricula, the committee collected and evaluated materials (including books, periodicals, pamphlets, indexes, bibliographies, recordings, tapes, films, and film strips). The materials listed in this bibliography are those which are recommended for consideration and use. Following an introductory discussion of storytelling as a creative art, the bibliography is divided into four parts. Part I lists books and excerpts of books related to the art of storytelling, books dealing with poetry for children, and bibliographies and indexes to children's literature. Part II is devoted to pamphlets and periodical articles of interest to the storyteller. Part III covers multi-media aids for the storyteller, including books and periodical articles on the subject and lists of available recordings of stories and poetry, tapes, instructional records and tapes for the storyteller, films, and filmstrips. Part IV summarizes a survey of library school courses in storytelling offered in 17 U.S. library schools. (JB)

**ED 028 798** LI 001 454

Jones, Helen Dudenbostel

**United States of America National Bibliographical Services and Related Activities in 1965-67.**

American Library Association, Chicago, Ill. Reference Service Div.

Pub Date 68

Note—57p.

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$1.50)

**EDRS Price MF-\$0.25 HC-\$2.95**

Descriptors—\*Abstracts, Audiovisual Aids, \*Bibliographies, Catalogs, Documentation, \*Indexes (Locators), Information Dissemination, \*Information Services, Library Cooperation, Maps, Music, National Programs, Periodicals, Publications, Union Catalogs

This publication represents a combination of three separate reports, one for each of the three years (1965, 1966, and 1967), prepared in reply to a United Nations Educational, Scientific and Cultural Organization questionnaire. These reports are not intended to cover all bibliographical services in the United States; however, it is hoped that they will serve as a guide to sufficient publications, publishers, associations, federal agencies, and others offering these services to give an impression of the variety of activities as well as to suggest to the user the many valuable sources in his area of interest. Listed, with annotations, in the section on national bibliography are services for: books and pamphlets; federal and state official publications; university theses and dissertations; maps and atlases; music; films, slides, or filmstrips; recordings; and bibliographies of bibliographies. Other sections cover: (1) current bibliographies of special subjects, including science and technology, area studies, and translations of foreign languages; (2) periodical lists and indexing and abstracting services; and (3) interlibrary cooperation, including union catalogs, microcopy services and other types of cooperation. (Author/JB)

**ED 028 799** LI 001 456

**Development of a Computer Processing Center for the New England State University Libraries. Final Report.**

Informatics, Inc., Cambridge, Mass.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.; New England Board of Higher Education, Wellesley, Mass.

Report No.—CLR-354

Pub Date 13 Jul 67

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—\*Automation, \*Cataloging, \*Centralization, \*Computer Programs, \*Library Acquisition, \*Library Networks, \*Library Technical Processes, \*Systems Development, \*University Libraries

Identifiers—\*Machine-Readable Cataloging, MARC

This report describes the system design of a regional computer center for the libraries of New England State Universities. The function of this center is to provide library technical processing service to the participating libraries. These services will include: (1) catalog data file creation and maintenance, (2) catalog data file search and retrieval, (3) production of catalog card sets, (4) production of book labels, (5) production of book pockets, and (6) acquisitions control. The computer will be used as a tool to provide processing services and will be a conduit for current cataloging information in machine form produced by the Library of Congress Machine-Readable Cataloging (MARC) project. Three tasks were defined which comprise the work required to implement the system: Task 1, Catalog data file creation, Task 2, Catalog data file searching, and Task 3, Acquisitions processing. The programs for these tasks and the machine configurations to run them, both in demonstration and in regional center operation, are discussed in this report. (Author/CC)

ED 028 800

LI 001 457

Buckland, Lawrence F. And Others

**Demonstration of Cataloging Support Services and Marc II Conversion. Final Report.**

Infonetics, Inc., Cambridge, Mass.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.; New England Board of Higher Education, Wellesley, Mass.

Report No.—CLR-425

Pub Date 2 Jan 69

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—\*Automation, \*Cataloging, \*Centralization, \*Computer Programs, \*Demonstration Projects, \*Electronic Data Processing, \*Information Processing, \*Library Networks, \*Library Services, \*Library Technical Processes, \*Pilot Projects

Identifiers—\*Machine-Readable Cataloging, MARC, NELINET, \*New England Library Information Network

Beginning in December, 1967, the New England Library Information Network (NELINET) was demonstrated in actual operation using Machine-Readable Cataloging (MARC I) bibliographic data. Section 1 of this report is an introduction and summary of the project. Section 2 described the library processing function demonstrated which included catalog card and label services. The early months of the project were devoted to solving problems with the system. During May, June, and July, 1968, attention was concentrated on achieving a more efficient pilot operation. As part of this effort, statistics were compiled in June and July. From these statistics an estimate is made of cost per title of performing a similar operation on a full scale random access system. Appendix A contains this cost projection. The demonstration of cataloging services was suspended on July 31, 1968, and the project was redirected to setting up a MARC II based system. Section 3 describes this effort. The basic difficulty was deciding whether immediate hook-up with interim programs or delayed hook-up with permanent programs was better. The decision was made in favor of delayed hook-up and programs suiting this system are described. (Author/CC)

ED 028 801

LI 001 459

MASFILE-I Pilot Project. Final Report.

Five Associated Univ. Libraries, Syracuse, N.Y.

Pub Date 11 Apr 69

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—\*Automation, \*Bibliographic Citations, \*Cataloging, \*Computer Storage Devices, \*Cost Effectiveness, \*Evaluation, \*Information Processing, \*Information Retrieval, \*Information

Storage, Information Systems, Input Output, Library Cooperation, \*Library Networks, Magnetic Tapes, Union Catalogs, University Libraries, Worksheets

Identifiers—FAUL, Five Associated University Libraries, \*MASFILE-I Pilot Project

The objectives of the MASFILE-I Pilot Project were (1) to test the utility and cost of compiling a manipulative data base from remote card files; (2) to test the utility of the Administrative Terminal System (ATS) for inputting bibliographic data into computer files from catalog card copy at a central location; (3) to test the adequacy of a modified MARC tagging scheme for labelling, inputting, and retrieving formatted bibliographic data elements; (4) to determine overlap of items in the file; (5) to aid the Five Associated University Libraries (F.A.U.L.) in designing a compatible worksheet for transferring the intellectual product of local catalogers into various on-line and off-line machines; (6) to develop recommendations for building a bibliographic data base. A sequential sample of shelf list catalog cards was selected from each F.A.U.L. library in the Library of Congress Classification for the Book Trade and Library Science (Z116-Z1000.5), manually merged, converted to machine readable form by the IBM ATS system at SUNY-Buffalo in a modified MARC-I format. After editing, a list of 1827 items was published containing full citations, holdings statements, and indexes by main entry, LC card number, and LC class number. A draft cataloger's worksheet was designed and is undergoing testing. Overlap studies were made, and time and cost figures compiled. Recommendations for continuation of the project (MASFILE-II) are also included. (Author)

ED 028 802

LI 001 462

**Proceedings of the Conference on Machine-Readable Catalog Copy (2nd, Library of Congress, November, 1965).**

Library of Congress, Washington, D.C.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 65

Note—41p.; Related documents are LI 001 463 and LI 001 464, proceedings of the third and fourth conferences

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 824, MF-\$0.65, HC-\$3.00) Document Not Available from EDRS.

Descriptors—\*Automation, \*Cataloging, \*Computers, \*Conference Reports, \*Data Analysis, \*Information Processing, \*Information Storage, \*Libraries, \*Library Cooperation, \*Library Programs, \*Library Technical Processes, \*Pilot Projects, \*Standards

Identifiers—Library of Congress, \*Machine-Readable Cataloging, MARC

Attended by representatives from different types of libraries and centered around a report entitled "A Proposed Format for a Standardized Machine-Readable Catalog Record," a conference was held to aid in the identification of a common core of catalog data which would serve libraries of all types as well as the data which is needed to serve special requirements. Conference papers and discussions covered: (1) a brief review of the LC automation program, with emphasis on activities relating to machine-readable catalog copy; (2) the proposed machine-readable catalog standard, including design philosophy, unresolved problems, a summary of comments received, and discussion by conference participants; (3) observations and comments from the Association of Research Libraries Automation Committee; (4) questions and comments from university, public and special library viewpoints; and (5) discussion by topics, with emphasis on fields for language, date of publication, city and country of publication, bibliographic form, publisher, and intellectual level. (JB)

ED 028 803

LI 001 463

**Proceedings of the Conference on Machine-Readable Catalog Copy (3rd, Library of Congress, February 25, 1966).**

Library of Congress, Washington, D.C.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 66

Note—35p.; Related documents are LI 001 462 and LI 001 464, proceedings of the first and fourth conferences

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 825, MF-\$0.65, HC-\$3.00) Document Not Available from EDRS.

Descriptors—\*Automation, \*Cataloging, \*Computers, \*Conference Reports, \*Data Analysis, \*Information Processing, \*Information Storage, \*Libraries, \*Library Cooperation, \*Library Programs, \*Library Technical Processes, \*Pilot Projects, \*Programming, \*Standards

Identifiers—Library of Congress, \*Machine-Readable Cataloging, MARC

A conference was held to permit a discussion between the libraries that will participate in the Library of Congress machine-readable cataloging (MARC) pilot project. The MARC pilot will provide an opportunity for the Library of Congress to assess the effect which data conversion places on the Library's normal processing procedures; the suitability of the proposed standardized machine-readable format for use in other libraries with varying data requirements; and, ultimately, the economics of such a service on a large scale. Included in this report are summaries of introductory talks on the progress of the MARC project to date and the questions and discussion of the conference participants. (Author/JB)

ED 028 804

LI 001 464

**Proceedings of the Conference on Machine-Readable Catalog Copy (4th, Library of Congress, December 4, 1967).**

Library of Congress, Washington, D.C.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 68

Note—13p.; Related documents are LI 001 462 and LI 001 463, proceedings of the second and third conferences

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179-826, MF-\$0.65, HC-\$3.00) Document Not Available from EDRS.

Descriptors—\*Automation, \*Cataloging, \*Computers, \*Conference Reports, \*Data Analysis, \*Information Processing, \*Information Storage, \*Libraries, \*Library Cooperation, \*Library Programs, \*Library Technical Processes, \*Standards

Identifiers—Library of Congress, \*Machine-Readable Cataloging, MARC  
After the decision was made to continue the Library of Congress machine-readable cataloging (MARC) project as an operational system, a conference was held to permit discussion of the new MARC II format, problems concerning the character set used for bibliographic data, and the feasibility of sharing program specifications for bibliographic processing. Attendees at the meeting included representatives from the libraries receiving MARC records, several departments of the Library of Congress, the Council on Library Resources, the National Science Foundation, and the President's National Advisory Commission on Libraries. This report consists of summaries of talks and discussion by conference participants. (JB)

ED 028 805

LI 001 465

Holden, Barbara B.

**The State Trustee Organization. ALTA Publication Number Two.**

American Library Trustee Association, Chicago, Ill.

Pub Date 68

Note—33p.

Available from—American Library Association, 50 East Huron Street, Chicago, Ill. 60611 (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—\*Administrative Organization, \*Libraries, \*Library Associations, \*Organizations (Groups), \*State Agencies, \*Trustees

The topic of this document is statewide organizations of and for library trustees. The reasons for such organizations are: (1) to educate individual library trustees, (2) to inform and stimulate library trustees, individually and as library boards, (3) to work with libraries to plan for interlibrary cooperation and library systems, and (4) to work for library legislation for better library service. This book is intended to help in organizing a trustee association in a state where there is none at the moment, in revitalizing a previously organized group which may have lagged, and in strengthening existing organizations by suggesting new ideas for more effective action. Relationships of trustee associations to



state library associations, to state agencies, and to other library associations are discussed. Formal organization, membership, meetings, dues, committees, activities, and publications of trustee associations are also discussed. (Author/CC)

ED 028 806 LI 001 468

Lynch, Mrs. Weldon

Guidelines for Holding a Governor's Conference on Libraries: A Step-by-Step How to Do It Manual. ALTA Publication Number Three.

American Library Trustee Association, Chicago, Ill.

Pub Date 68

Note—27p.

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—\*Conferences, Coordination, Financial Support, Government Role, \*Guidelines, \*Libraries, Manuals, Participation, \*Planning, Program Planning, \*State Government

This document is a revision of "Guidelines for Holding a Governor's Conference on Libraries (American Library Association, American Trustee Association, 1963). The report discusses what governor's conferences on libraries are and how they may be helpful. Many aspects of planning for such a conference are presented, including how much time to leave for planning, areas of responsibility to be designated by the conference coordinator, financial support, use of print and non-print materials, publicity, and publication of the final report. The how to do it manual answers the following questions: (1) Who sponsors the conference? (2) Who calls the conference? (3) What should the theme and purpose be? (4) Who should be invited? (5) Who finances the conference? (6) What expenses are involved? (7) What organization is necessary? (8) Who administers? (9) Who should be on the program? and (10) How should the conference be evaluated? A suggested minimum timetable of preparations for a governor's conference is provided. (CC)

ED 028 807 52 LI 001 469

Johnston, Harold G.

Detroit Metropolitan Library Research and Demonstration Project. Final Report.

Wayne State Univ., Detroit, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1079

Pub Date May 69

Grant—OEG-1-7-Q71079-4285

Note—183p.

EDRS Price MF-\$0.75 HC-\$9.25

Descriptors—Demonstration Projects, \*Financial Support, Library Circulation, Library Reference Services, \*Library Services, Metropolitan Areas, \*Public Libraries, Research Libraries, \*Residence Requirements, Students, \*Use Studies

Identifiers—Detroit, \*Detroit Public Library

The Detroit Main Library's reference and research facilities have been used by increasing numbers of non-residents, although there has never been reciprocal financial support from suburban areas. Costs have increased and the city tax base has declined. In order to continue to operate as a metropolitan research library and to solve financial problems, the Detroit Public Library, Wayne State University, and the Michigan State Library began a research and demonstration project in August, 1966. Objectives of the project were to (1) provide service to all residents of the six-county metropolitan area, (2) analyze resulting use and users, (3) determine costs, (4) suggest alternative possibilities for financial support, and (5) "sell" the expanded service and necessary financial support. Major conclusions are: (1) Non-resident use is mostly limited to the Standard Metropolitan Statistical Area (SMSA) and the SMSA residents should have access and share financial support. (2) No correlation is seen between number of residents in a geographical area and use of Detroit's Main Library. (3) Most of the non-residents' use was in-the-building use. (4) Students were heaviest non-resident and resident users. (5) Extent of non-resident use indicates new financial support patterns would be appropriate. (6) Evidence suggests state support of Main Library Service to non-residents. (7) Visits to the Main Library appear to be a valid index of use. Suggested areas for further study are cited. (CC)

ED 028 808 LI 001 473

A System Study of Abstracting and Indexing in the United States.

System Development Corp., Falls Church, Va.

Spons Agency—Federal Council for Science and Technology, Washington, D.C. Committee on Scientific and Technical Information; National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No—NSF-C-464; TM-WD-394

Pub Date 16 Dec 66

Note—228p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 174 249, MF \$ .65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Abstracts, Automation, \*Documentation, Government Role, \*Indexes (Locators), \*Information Dissemination, Information Processing, Information Systems, National Programs, Organizations (Groups), Sciences, \*Surveys, Technology, Use Studies

This report contains the findings of a survey of selected abstracting and indexing organizations in the United States. It considers problems, requirements and technical and organizational alternatives pertinent to the development of a document representation subsystem in the context of a national document handling system for science and technology. It presents recommendations for immediate actions by the Federal Government. Five appendices review the assumptions and requirements already developed by the Committee on Scientific and Technical Information (COSATI) for a national document handling system; previous system studies; user studies; advanced technology; and cooperation among abstracting and indexing organizations. (Author)

ED 028 809 LI 001 474

Progress of the United States Government in Scientific and Technical Communications, 1967.

Federal Council for Science and Technology, Washington, D.C. Committee on Scientific and Technical Information.

Pub Date [69]

Note—106p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-180-867, MF \$ .65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Agencies, Automation, \*Federal Government, \*Information Centers, Information Dissemination, Information Networks, \*Information Services, \*Information Systems, Interagency Cooperation, International Programs, Libraries, Library Cooperation, \*Scientific Research, Technological Advancement

Identifiers—\*Committee on Scientific and Technical Information, COSATI

This progress report on the U. S. Federal scientific and technical information activities during 1967 describes the efforts of the Committee on Scientific and Technical Information (COSATI) of the Federal Council for Science and Technology, COSATI panels and task groups, and individual Federal agencies and departments. Information activities of COSATI and the Federal agencies reflect the attention which is being given to personalizing information services, developing and applying new communications technology, merging present and developing information systems into a network, and the growing need for international awareness. Significant accomplishments involve: (1) the international information activities of the National Bureau of Standards, the Atomic Energy Commission, the National Library of Medicine's Biomedical Communication System and MEDLARS, and the National Aeronautics and Space Administration and the relationship of such information systems to the UNESCO/International Council of Scientific Unions feasibility study of a World Information System; (2) the President's statements on Networks of Knowledge and International Book and Library Activities; (3) the National Advisory Committee on Libraries; and (4) the coordinated automated effort among the National Library of Medicine, the Library of Congress, and the National Agriculture Library. (Author/JB)

ED 028 810 LI 001 482

Arandi, Susan Wolf, Edward H.

The Effectiveness of Weights and Links in Automatic Indexing. Project MEDICO Second Progress Report.

Rutgers, The State Univ., New Brunswick, N.J.

Graduate School of Library Service.

Spons Agency—Public Health Service (DHEW), Washington, D.C. National Library of Medicine.

Report No—PHS-LM-94

Pub Date Nov 68

Note—63p.; The first progress report is ED 022 504 and the third progress report is LI 001 483

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—\*Automation, Computer Programs, Computers, Content Analysis, Evaluation, \*Indexing, \*Information Retrieval, \*Information Storage, Input Output, Operations Research, \*Statistical Analysis

Identifiers—MEDICO, \*Model Experiment in Drug Indexing by Computer

This report describes work concerned with the statistical evaluation of the output of MEDICO automatic indexing procedure. The statistical tests were designed to examine the validity of the assumptions which formed the bases of the indexing algorithms with primary emphasis on the algorithm development for the computation of weights and links. Some of the findings of the evaluation were: (1) of the weights assigned by the MEDICO and manual check procedures, 98% were either in agreement or differed by a weight of 1, indicating that the effectiveness of the method of weighting could be improved by allowing only two weights in the system instead of the three weights actually used; (2) when the definition of a link was changed from co-occurrence within a sentence to co-occurrence between two punctuation marks, the percentage of relevant links increased from 72% to 84%; and (3) a comparison of the index terms generated from full text with those generated from the reduced text of abstracts or summaries showed that the proportion of terms indexed from reduced text is greatest for those terms which had higher weights in the full text analysis. An appendix includes the statistical tests used, the output of the full text and reduced text programs, and a bibliography of the articles used in the statistical test. (Author/JW)

ED 028 811 LI 001 483

Arandi, Susan Baxendale, Stanley

Project MEDICO Third Progress Report.

Rutgers, The State Univ., New Brunswick, N.J.

Graduate School of Library Service.

Spons Agency—Public Health Service (DHEW), Washington, D.C. National Library of Medicine.

Report No—PHS-LM-94

Pub Date 69

Note—71p.; The first progress report is ED 022 504 and the second progress report is LI 001 482

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—\*Automation, Computer Programs, Computers, Computer Storage Devices, Dictionaries, \*Indexing, \*Information Retrieval, \*Information Storage, Input Output, Operations Research, \*Search Strategies

Identifiers—MEDICO, \*Model Experiment in Drug Indexing by Computer

This report describes the searching methods and the search program for the automatic indexing method which was developed and implemented in an earlier phase of the project. The indexing method generates index tags automatically from English language text and creates a machine searchable file of index records for the document being processed. Since the First Progress Report the indexing program has been modified to facilitate the updating and expansion of the computer-stored dictionary. The MEDICO file which is the output of the automatic indexing program is a direct file stored on magnetic tape and is sequenced by document accession number. The primary access point of the file can involve as many as four hierarchical levels and generic searches are easily implemented. Boolean searches allow for the retrieval of highly specific information. Prior to searching, the Boolean expressions corresponding to the natural language query are formulated by the human searcher. Normalization of the query to make it compatible with the index language is accomplished automatically by the computer. The tape file is searched sequentially to search for the presence or absence of terms as prescribed in the Boolean expression. Several queries can be processed simultaneously and the output for each query can be printed out as a separate unit. (Author/JW)

ED 028 812 PS 000 178

Hunt, J. McVicker

Toward the Prevention of Incompetence.

Illinois Univ., Urbana. National Laboratory on Early Childhood Education.  
Spons Agency—Public Health Service (DHEW), Washington, D.C.  
Pub Date 2 Feb 67

Note—20p.; Paper presented at the meeting of the American Psychological Association, Washington, D.C., September 2, 1967  
EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Cognitive Development, \*Compensatory Education, Cultural Enrichment, \*Culturally Disadvantaged, Educationally Disadvantaged, \*Intervention, Mental Health, \*Parent Education, Parent Participation, Preschool Children, \*Program Proposals  
Identifiers—Head Start

The mental health of the citizens of a community is in part dependent upon their ability to join in and obtain the rewards of the fulfilled life of a competent member of society. This has been very difficult for the disadvantaged to accomplish because their backgrounds have been one of deprivation and their opportunities have been limited. But the incompetence of the disadvantaged is not significantly attributable to genetic deficiencies; rather it is mostly attributable to their deprived backgrounds. Head Start and similar compensatory education programs have been created to alleviate the intellectual and cognitive deficiencies of disadvantaged children. Such programs have met with varied success. Intervention earlier than age four or five would be good, however, because of the importance of early development. This intervention should be coupled with some form of parent education or parent participation. Such a total program (called "Centers for Children and Parents") has been suggested. Not only would young deprived children be given a compensatory education at such a center, but professional personnel there would establish relations with the parents and counsel them as to proper child rearing practices. (WD)

ED 028 813 PS 001 650

Siegel, Alberta E.

Current Issues in Research on Early Development.  
Pub Date 31 Aug 68

Note—9p.; Paper presented at the Raymond G. Kuhlman Memorial Symposium, "Elements of a Life Span Psychology," Stanford University, Stanford, Calif., August 31, 1968

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—\*Biological Influences, \*Child Development, \*Developmental Psychology, Early Childhood, Early Experience, Physiology, \*Review (Reexamination), Scientific Research  
Identifiers—Erik Erikson, Piaget, Raymond G. Kuhlman

Research on early development is moving apace. Developmental psychology is again giving serious attention to ages and stages. This attention is due, in great part, to the formulations about cognitive development by Piaget. Earlier in the century, the experimental approach to child study came to reflect psychology's generally heavy commitment to physics and chemistry. Later, however, the influence of biology on developmental psychology has become predominant. Examples of this interaction include (1) the study of ethology (particularly of the child's early ties to other human beings, especially to the caretaking person); (2) the investigations in evolutionary biology (the effect that the naturalistic field studies of nonhuman primates have on the naturalistic study of human primates); (3) the new uses of karyotyping, (looking at the genetic characteristics of the newborn); (4) the link between psychology and physiology; and (5) the use of electroencephalographic data to study brain behavior relationships. (WD)

ED 028 814 PS 001 652

Schopler, Eric Reichler, Robert J.

Psychobiological References for the Treatment of Autism.

Indiana Univ., Indianapolis. Medical Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 68

Grant—OEG-325-EDU-17

Note—25p.; Paper presented at Indiana University Colloquium on Infantile Autism, Indiana University Medical Center, Indianapolis, Indiana, April, 1968

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—\*Autism, Behavior Problems, Child Psychology, Child Rearing, \*Emotionally Disturbed Children, Interpersonal Relationship,

Mental Health, Parent Education, Parent Influence, Personality Problems, Preschool Children, Psychological Patterns, \*Psychotherapy, Psychotic Children

In studies of preschool children, four clusters of symptoms seem most useful in characterizing those children who manifest autism: (1) failure to establish human relatedness and meaningful social attachments; (2) impairment of motivation to become competent; (3) disturbances of perceptual integration; and (4) impairment of the development of cognitive functions. One of the most important impairments of autistic children is perceptual inconstancy (irregularity in the processing of sensory data by the various receptor systems). The likelihood of physiological and biochemical changes under autistic conditions of sensory deprivation require that perceptual patterns be promoted in the child as early as possible. A program of treatment for the autistic child should include parent participation and parent education, with the goal of reducing distortions in the parent-child relationship. Otherwise, treatment of the preschool autistic child should be concerned with establishing perceptual organization and cortical control over his sensory experiences. Further research is needed on the relationship between parental attitudes or child rearing practices and the existence of an autistic child. (WD)

ED 028 815

PS 001 653

Gordon, Thomas

A Theory of Parent Effectiveness.

Parent Effectiveness Training, Pasadena, Calif.

Pub Date [67]

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Behavior Problems, \*Behavior Theories, \*Child Rearing, \*Conflict Resolution, Decision Making, Family Problems, Family Role, \*Parent Child Relationship, Parent Influence, \*Parent Reaction, Parent Responsibility, Problem Solving, Social Exchange Theory, Therapeutic Environment

In order to help parents in rearing children, a theory of parent effectiveness was developed. Based on the idea that parents should be honest with their children about the child's behavior, the theory identified ownership of problems and conflict resolution. Children's behavior was defined as being acceptable and nonacceptable to the parent, depending on the individual parent and child and on changes within the parent, child, or environment. Conflicts arose when the child or the parent "owned" a problem; that is, when their individual needs were not met because of the child's behavior. The conflicts could be resolved by the parent in both cases. When the child owned a problem, the parent could listen to the child express his feelings. When the parent owned a problem, he could honestly express his own feelings to the child. If conflict arose when neither party's needs were met, the parent and child could seek a mutually acceptable solution. Resolutions where either the parent or child "won all" were not considered satisfactory, because resentment built up in the losing party. By resolving conflict situations through compromise, parents could increase their children's acceptable behavior. Furthermore, compromise, as a technique for conflict resolution, was considered applicable to all human relationships. (JS)

ED 028 816

PS 001 657

Lampe, John M.

An Evaluative Study of Color-Vision Tests for Kindergarten and First Grade Pupils.

Denver Public Schools, Colo.

Pub Date 9 Nov 68

Note—9p.; Paper presented at Annual Meeting of the American School Health Association, (42nd, Detroit, Mich., November 9, 1968)

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Grade 1, Kindergarten Children, Learning Disabilities, Perception Tests, \*Test Selection, \*Vision Tests, \*Visual Discrimination, Visual Perception

Identifiers—\*Color Vision Tests, Ishihara Test, Yarn Test

Because of the increasing use of color in instructional materials at the level of the primary grades, the Health Service Department of the Denver Public Schools became interested in investigating the color vision of 5- and 6-year-olds. A project was established to create color-vision

testing methods and to use those methods to ascertain incidence and to identify color-deficient pupils. The two basic types of tests used were (1) color matching and (2) recognition of colored symbols differentiated from surroundings of other colors. Some 3,400 children were tested during the 1967-68 school year. It was found that the tests used were practical for their age group. The tests produced high interest and should be used either in the latter part of kindergarten or in the first grade. The incidence of some degree of color deficiency was 0.5 percent for girls and 3.0 to 3.5 percent for boys. The color-symbol tests were significantly more definite than the color-matching test. (WD)

ED 028 817

PS 001 664

Eisenberg, Leon

The Social Development of Human Intelligence.

Harvard Univ., Cambridge, Mass. Medical School.

Pub Date Aug 68

Note—21p.; Paper presented at the Seventh International Congress of Mental Health, London, England, August, 1968

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Biological Influences, Evolution, Human Development, Intellectual Development, \*Intelligence, Mental Development, Mental Health, Racism, Resources, Social Attitudes, \*Social Development, Social Influences, \*Social Problems, Social Values

Intelligence makes man unique. To date man's use of this intelligence has been deficient. The deficit lies in the one-sided development of his problem-solving capacity; that is, an enormous growth has occurred in technological capabilities without a corresponding gain in solutions to social problems. This deficit is particularly significant because intelligence is, to a great degree, a product of the social environment. Important to the development of the brain is proper nutrition, a clean environment to reduce the effects of disease, adequate and varied sensory stimulation, and rich adult-infant social interactions. Yet, given the satisfactory development of the brain, the contrast between our intellectual prowess in understanding and manipulating the physical world and our insensitivity to (if not debased judgments of) the social purposes of that manipulation points up the perversion of intelligence. Today the problems for mental health and human development are (1) the Viet Nam war, (2) racism, and (3) the gross inequalities in access to resources between and within nations. (WD)

ED 028 818

PS 001 673

Allotti, Nicholas C. Blanton, William E.

Some Dimensions of Creative Thinking Ability

Achievement, and Intelligence in First Grade.

Georgia Univ., Athens.

Pub Date Feb 69

Note—10p.; Paper presented at the American Educational Research Association, Los Angeles, Calif., February 5-8, 1969

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Academic Achievement, Creative Thinking, \*Creativity Research, Factor Analysis, Grade 1, Intelligence, \*Perception Tests, \*Pictorial Stimuli, \*Test Interpretation, Verbal Ability

Identifiers—California Test of Mental Maturity, Metropolitan Achievement Tests, Metropolitan Readiness Tests, Picture Interpretation Test, Torrance Tests of Creative Thinking

The Picture Interpretation Test (Torrance and Grossman, 1967) was used in a battery of creative tests as part of a construct validity test. The test was administered to 46 boys and 37 girls in five first grade classrooms in a Clayton County, Georgia, elementary school. The purpose of the test was to measure the child's ability to "read a picture." A subject was presented a novel stimulus and asked to agree or disagree with statements concerning the picture. When a factor analysis was performed on the data, four factors emerged: (1) some measure of general intelligence, (2) a general index of academic achievement, (3) figural measures of creative thinking, and (4) verbal creativity measures. The factors were then correlated with the following results: (1) Verbal creative thinking was independent of general intelligence, academic achievement, and figural creativity; and (2) figural creativity shared common variance with general intelligence and academic achievement. The independence of the verbal creative thinking factor was incongruous,



since many other studies reported at least a low correlation between verbal creative thinking and academic achievement or general intelligence. The results suggest that a replication be conducted with particular attention to perceptual sensitivity tasks. (JS)

ED 028 819 PS 001 677

Orhan, Shije Radin, Norma  
Teaching Mothers to Teach: A Home Counseling Program for Low-Income Parents.  
Michigan Univ., Ann Arbor. School of Social Work.

Spons Agency—Washington State Univ., Pullman. Agricultural Education; Ypsilanti Public Schools, Mich.

Pub Date Nov 68

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Cognitive Development, \*Concept Teaching, \*Culturally Disadvantaged, \*Home Programs, Home Visits, \*Kindergarten Children, Parent Counseling, \*Parent Education, Program Evaluation, Teaching Skills

Identifiers—Cognitive Home Environment Scale, Metropolitan Reading Readiness Test

Twenty-four children attended a special half-day class when not attending regular kindergarten, and 12 of their mothers participated in a home counseling program. Children whose mothers were counseled achieved significantly higher on the Metropolitan Reading Test, and their mothers showed a significantly greater gain on the Cognitive Home Environment Scale. In biweekly home visits, parents were shown how to teach specific cognitive concepts to support school curriculum, to evaluate children's progress, and to motivate the children to become involved in the home education program. Approaches and techniques employed to assist parents' teaching skills are delineated in the report, and an evaluation of the program with recommendations for modifications are included. (DO)

ED 028 820 PS 001 680

Bernabei, Raymond  
An Evaluation of the Interim Class: An Extended Readiness Program.

Bucks County Superintendent of Schools, Doylestown, Pa.

Pub Date [68]

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Behavioral Objectives, Cognitive Development, \*Curriculum Development, Language Development, Memory, Perceptual Motor Coordination, Primary Grades, \*Program Proposals, \*Readiness, \*Reading Readiness, Recall (Psychological)

This 3-year longitudinal study is exploring readiness skills of children between 5 and 8 years of age and proposes a design for curriculum development. In this study, generalized concepts, visual-motor triordination, visual and auditory discrimination, visual and auditory memory (imagery), and oral language usage, are identified in order to categorize learning behaviors. Behavioral indicators for readiness skills are matched to skills for reading achievement, perception, recall, word analysis, comprehension, and transference. Commercial materials and specially prepared materials are developed into a conceptual design for curriculum development. A child is guided into a personalized learning program, his progress is assessed, and he is placed for the coming year according to his readiness to learn. Evaluation of the program after 1 year indicates significant differences in readiness skills between the interim class and normal classes. (DO)

ED 028 821 PS 001 684

Soares, Anthony T. Soares, Louise M.  
A Comparative Study of the Self-Images of Disadvantaged Children.

Bridgeport Univ., Conn.

Pub Date [Feb 69]

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—\*Comparative Analysis, \*Culturally Advantaged, \*Culturally Disadvantaged, \*Elementary School Students, Individual Characteristics, Personality, \*Self Concept, Self Evaluation, Sex Differences, Statistical Analysis, Urban Environment

On the basis of previous research, which revealed difference in self-perception of disadvantaged and advantaged children, this project investigated whether differences in personality traits existed and what these differences might be as revealed by their self-perceptions. Fourth through eighth graders in an urban school system were subjects. About 200 subjects were disadvantaged, and about 300 subjects were from an advantaged area of the same city. Forty bipolar traits were expressed in sentence form, and children rated themselves on the inventory, indicating their self-concepts. Results showed higher percentages on the positive personality traits for the disadvantaged and revealed greater differences between boys than between girls. The disadvantaged, more than the advantaged, tended to see themselves as independent, competent, patient, and deliberate; while the advantaged perceived themselves as happy, self-confident, trusting, fearless, and worthy. Despite differences, both groups had higher percentages of responses in the positive end of the continuum, indicating that disadvantaged children do not necessarily reveal negative personality traits in their self-perceptions. Data also indicated that these differences did not necessarily mean that one group had negative personality traits and the other had positive personality traits. (DO)

ED 028 822 PS 001 688

Young, Beverly S.  
Inducing Conservation of Number, Weight, Volume, Area, and Mass in Pre-School Children.

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Pub Date 9 Feb 69

Note—11p.; Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, California, February 9, 1969

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—\*Concept Teaching, \*Conservation (Concept), \*Experimental Programs, Geometric Concepts, Intelligence Quotient, Number Concepts, Preschool Children, Preschool Learning, \*Preschool Programs, Weight

The major question this study attempted to answer was, "Can conservation of number, area, weight, mass, and volume to be induced and retained by 3- and 4-year-old children by structured instruction with a multivariate approach? Three nursery schools in Iowa City supplied subjects for this study. The Institute of Child Behavior and Development contributed 80 children; the University Parents Cooperative Preschool contributed 52; and Iowa City Montessori Nursery School furnished 53. The Institute was selected as the control group; the University Parents Cooperative Preschool comprised the experimental group, and the Montessori Nursery School children were used for the pilot study. An individual Stanford-Binet Intelligence test, a criterion pretest, and a posttest were administered. Criterion scores were based on one of two equivalent forms, each containing a 57-item conservation test, one test of rote counting, one test of rational counting, and a rating of attentiveness. The experimental group showed a significant gain over their own pretest scores in every subtest except one. The analysis indicated that gains by the experimental group in 16 of the 17 subtests were significantly greater than gains by the control group. The results showed conclusively that the concepts could be learned by 3- and 4-year-old children. (DO)

ED 028 823 PS 001 690

The Use of Coloured Rods in Teaching Primary Numberwork.

Vancouver Public Schools, Wash.

Pub Date May 64

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—\*Educational Research, Elementary School Students, Foreign Countries, Fractions, Haptic Perception, \*Instructional Aids, \*Manipulative Materials, Mathematical Concepts, \*Mathematics Instruction, Number Concepts, Paired Associate Learning, \*Primary Grades, Standardized Tests, Whole Numbers  
Identifiers—Cuisenaire Materials, Vancouver Canada

A review of research literature revealed that some researchers felt that the use of colored rods, such as the Cuisenaire materials, in teaching

number work gave perceptual support to many relationships. Experiments conducted over 3 years attempted to test some of these relationships. During each year, experimental classes in grade one were receiving Cuisenaire instruction while control groups were not. Each ensuing year, classes in grade two and then grade three were included in the experiments. The results from standardized tests and teachers' questionnaires led to the following conclusions: (1) children taught with Cuisenaire materials gained facility in manipulating whole numbers and fractions as shown on a Cuisenaire test; (2) Cuisenaire materials were more effective with bright children; (3) children who used Cuisenaire materials for 2 years scored higher than those using them for 1 year, and they in turn scored higher than the control groups; (4) first grade classes benefited more from the materials than second grade class; and (5) teachers and consultants were enthusiastic about the value of the materials. An extensive bibliography is appended. (JS)

ED 028 824 PS 001 713

Tumin, Melvin  
Early Education: The Creation of Capacity.  
New York State Education Dept., Albany.

Pub Date 8 Feb 68

Note—13p.; Paper presented at State Conference on Early Childhood Education, Albany, New York, February 8, 1968

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—\*Early Childhood Education, \*Educational Change, \*Educational Objectives, Goal Orientation, Grading, Individual Differences, Intellectual Development, Intelligence, Intelligence Quotient, Intervention, Learning Experience, Learning Processes, Motivation

Every human being is always open to some degree; for example, open for learning, experience, change, improvement, or further degradation by his own standards or those of others. Every experience alters an individual's learning capacity. Therefore, to say a child is naturally of high or low intelligence with unlimited or limited learning power is unjust. Educators must explore interventions that make more effective differences in the creation of new capacities than do the traditional interventions that characterize our educational system. Our emphasis on competitive grades precludes the possibility of multifaceted children with many dimensions of skills. Measuring success or failure on the basis of cognitive skill alone is widespread in our system, which values and rewards that skill. An alternative is the motivation of individuals. Motivation involves getting the child to perceive goals, giving him a sense of possibly achieving them, providing resources he will need for achievement, and eliciting his willingness to pay for gains that will accrue to him. Our schools must be diverse. We need ranges of experience; variability of methods and content; and tempo, place, and program to accommodate the diversity in children. (DO)

ED 028 825 PS 001 716

Pointers for Participating Parents.

California Council of Parent Participation

Nursery Schools, Inc., San Francisco.

Pub Date 68

Note—268p.

Available from—California Council of Parent Participation Nursery Schools, Inc., 998 Eddy St., San Francisco, California 94601 (\$5.40)

Document Not Available from EDRS.

Descriptors—Administrative Organization, Educational Equipment, Facility Requirements, Financial Support, \*Nursery Schools, Parent Associations, Parent Education, \*Parent Participation, Parent Role, Personnel Selection, Preschool Children, \*Program Guides, Public Relations, School Funds, School Organization, School Safety, Staff Role, Student Enrollment  
Identifiers—\*Parent Participation Nursery Schools

This handbook is a compilation of information and source material used by the California Council of Parent Participation Nursery Schools in organizing and constructing their system of nursery schools, in which the parents participate in the education of the children. The handbook is designed to help new schools get started or to anticipate or correct problems in existing schools. The text of this handbook is divided into four major sections: (1) Getting Started, (2) Operat-

ing a School, (3) School Administration, and (4) The Councils. There are 17 subsections, ranging from a list of the articles of incorporation of the organization to tips on how to conduct public relations. (WD)

**ED 028 826** PS 001 717  
Project Head Start: Evaluation and Research Summary 1965-1967.

Office of Economic Opportunity, Washington, D.C.

Pub Date 67

Note—16p.

**EDRS Price MF-\$0.25 HC-\$0.90**

Descriptors—Compensatory Education Programs, \*Culturally Disadvantaged, Enrichment Programs, \*National Programs, \*Preschool Programs, Program Effectiveness, \*Program Evaluation, Student Characteristics  
Identifiers—\*Head Start

Project Head Start has as its goal the improvement of the child's physical health, intellectual performance, social attitudes, and sense of self. The project involves over half a million children each year, including children in both summer and yearlong programs. About 40 percent of Head Start pupils are Negro, about 30 percent are white, and the others come from other racial backgrounds. These children come from economically or culturally disadvantaged homes. Head Start children (although they perform more poorly on academic tasks and tests than their middle class peers) perform significantly better than low income children who do not participate in Head Start. This improvement in performance by Head Start pupils has been attributed to (1) partial middle class acculturation, (2) the higher quality of the educational program, (3) the warmth and competency of teachers, and (4) increased parental interest in the child's development. There remain questions about the endurance of the gains made by Head Start children and about the relative merits of the short summer program compared to the yearlong program. (WD)

**ED 028 827** PS 001 719

Henderson, Ronald W. And Others

Positive Effects of a Bicultural Preschool Program on the Intellectual Performance of Mexican-American Children.

Arizona Univ., Tucson. Coll. of Education; National Lab. on Early Childhood Education, Tucson, Ariz. Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 8 Feb 69

Note—10p.; Paper presented at the annual meetings of the American Educational Research Association, Los Angeles, California, February 5-8, 1969

**EDRS Price MF-\$0.25 HC-\$0.60**

Descriptors—Academic Achievement, Anglo Americans, Cultural Background, \*Grouping (Instructional Purposes), Imitation, \*Integration Effects, Intellectual Development, Intelligence Quotient, Mexican Americans, Peer Groups, \*Preschool Programs, Program Evaluation

Identifiers—Head Start, Wechsler Preprimary Scale of Intelligence

In a study of the effects of mixing children of different backgrounds, 18 disadvantaged Mexican-American children were integrated into classes with 36 advantaged Anglo peers to see if the intellectual performance of the Mexican-Americans would be favorably affected. Comparisons were also made between 18 children of the same ethnic group who were in Head Start and another group of 18 children who were not in a preschool program. All children were pretested and posttested on the Wechsler Pre-Primary Scale of Intelligence. As expected, children in the experimental integrated group made greater gains than children either in no program or in Head Start; however, Head Start subjects did not make greater gains than the children in no preschool program. On the basis of this study, it seems possible that improved intellectual performance would be maintained if children were active for a longer period of time in an environment supportive of newly acquired skills. Too often "tracking" or "ability grouping" results in effect, in a segregated school environment. Further investigation is needed to obtain more specific data on the role of imitation in classroom settings. (MS)

**ED 028 828**

Foster, Florence P.

Literature and the Young Child.

New Jersey State Dept. of Education, Trenton.

Pub Date Mar 67

Note—13p.

**EDRS Price MF-\$0.25 HC-\$0.75**

Descriptors—Childhood Interests, Creative Activities, Creative Writing, \*Early Childhood Education, Interpersonal Relationship, \*Literature, \*Literature Guides, Poetry, Prose, Reading Centers, \*Selection, Self Concept, Story Reading, Story Telling

The values, selection, and presentation of literature for young children are described in this pamphlet. The values discussed are educational importance and self-concept and interpersonal relationship development. The selection criteria include defining a good book, identifying types of literature which appeal to children, and noting the level, content, language, and reality of a book. A note is made of what assistance is available in selecting children's literature. In the section describing presentation, techniques are listed for both telling and reading a story. Suggestions are made for designing a reading center. Additional ways of stimulating interest in literature are listed. Finally, many suggestions are given for helping children to create their own stories. A short bibliography is included. (JS)

**ED 028 829**

Munro, Nancy

A Study of Food and Poverty Among 113 Head Start Children in Missoula, Montana.

Montana Univ., Missoula. Foundation.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date [68]

Grant—OEO-B89-4439

Note—113p.

**EDRS Price MF-\$0.50 HC-\$5.75**

Descriptors—Attention Span, \*Behavior, \*Culturally Disadvantaged, \*Dietetics, Eating Habits, Hyperactivity, Intelligence Quotient, \*Nutrition, \*Preschool Children, Socioeconomic Influences  
Identifiers—\*Head Start

A study of the effects of inadequate nutrition upon disadvantaged children involved 113 Head Start children and their families. Information was collected on home diet, socioeconomic data, performance on intelligence tests, hemoglobin levels, class attendance, height, and weight to find out whether or not there was a relationship between nutrition and behavior. Since adequate nutrition enables one to cope better with stresses, it is probable that a satisfactory diet can positively influence behavior. Results indicate that high amounts of refined carbohydrates and low amounts of meat are associated with low playground activity, hyperactivity and short attention spans. Children with small amounts of vitamin A had lower playground activity, less hyperactivity, and longer attention spans. Specific measures need to be designed to test the relationships between diet and behavior. "The Relationship Between Hemoglobin Level and Intellectual Function" (PS 001 723), by the same author, is a shorter report on the same subject. (MS)

**ED 028 830**

Munro, Nancy

The Relationship Between Hemoglobin Level and Intellectual Function.

Montana Univ., Missoula. Foundation.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date [67]

Grant—OEO-B89-4439

Note—22p.

**EDRS Price MF-\$0.25 HC-\$1.20**

Descriptors—\*Behavior, Behavior Patterns, Correlation, \*Culturally Disadvantaged, Experimental Programs, \*Health Programs, Intelligence Quotient, \*Nutrition, Physiology, \*Preschool Programs

Identifiers—\*Head Start, Hemoglobin, Lorge Thorndike Intelligence Test, Wechsler Intelligence Scale For Children, Wechsler Preprimary Scale Of Intelligence

In a study to learn whether or not poor nutrition, as indicated by low hemoglobin levels, affects intelligence and behavior, 113 Head Start children in Missoula, Montana took part. Group testing with the Lorge Thorndike Intelligence Test and individual testing with the Wechsler and

PS 001 720

Primary Scale of Intelligence or Wechsler Intelligence Scale for Children provided IQ information. An experimental group of the Head Start children was given iron tablets daily at school, and a control group was given placebos. Blood tests were taken at intervals in the school year, and teachers rated the behavior of all the children. Results of data analysis indicated that the iron pills did not significantly affect hemoglobin levels. However, for those with low hemoglobin levels, increases in the levels were associated with increases in intelligence scores. "A Study of Food and Poverty" (PS 001 721), by the same author, is a longer report on the same subject. (MS)

**ED 028 831**

Coordinated Helps in Language Development

(Child), Northwest Regional Educational Laboratory Study. Second Experimental Edition.

Portland Public Schools, Oreg.

Spons Agency—Northwest Regional Educational Lab., Portland, Oreg.

Pub Date 68

Note—85p.

**EDRS Price MF-\$0.50 HC-\$4.35**

Descriptors—Abstract Reasoning, Auditory Discrimination, Classification, Enunciation Improvement, Expressive Language, \*Guides, Imagination, \*Kindergarten, \*Language Development, Language Patterns, \*Language Programs, Language Skills, Problem Solving, Verbal Ability, Verbal Development, Vocabulary Development

This guide to a total developmental language program for kindergarten is divided into three sections: (1) Helpful Hints to the Teacher, (2) Expanding Verbal Power, and (3) Linking Language and Thought. Subjects in Section 2 include hearing and speaking clearly, increasing vocabulary, extending meaning, expanding language patterns, conveying ideas, and expressing feelings. Section 3 involves classifying things, conveying imagination, solving problems, and expressing abstract reasoning. Each topic is divided into a listing of activities, objectives, materials, procedures, observations, and concomitant learnings. (DO)

**ED 028 832**

McNamara, J. Regis And Others

Evaluation of the Effects of Head Start Experience in the Area of Self-Concept, Social Skills, and Language Skills. Pre-Publication Draft.

Dade County Board of Public Instruction, Miami, Fla.

Pub Date Jul 68

Note—54p.

**EDRS Price MF-\$0.25 HC-\$2.80**

Descriptors—Child Rearing, \*Compensatory Education Programs, Culturally Disadvantaged, \*Language Skills, Medical Evaluation, Physical Development, Post Testing, Preschool Programs, Pretesting, \*Program Evaluation, \*Self Concept, \*Social Adjustment, Test Reliability, Test Validity

Identifiers—Anxiety Scale, Childrens Projective Pictures of Self Concept, \*Head Start, Illinois Index of Self Derogation, Preschool Attainment Record, Self Concept Rating Scale

About 180 Negro Head Start children in Dade County, Florida, were tested (1) to discover if the county's program contributed significantly to language skills, social skills, and self-concept development and (2) to determine if an efficient instrument could be developed to measure self-concept in the disadvantaged child. Pretests and posttests used were the Children's Projective Pictures of Self-Concept, the Preschool Attainment Record, the Self-Concept Rating Scale, and an anxiety scale. In the posttest phase, 20 subjects in a proportional random selection were compared with 20 control children (from the same districts) with no preschool experience. The Head Start sample performed significantly better on tests measuring social skills, language skills, and self-concept. The meaning of the significance was unclear because of the possibility of an interaction effect between the pretest and the experimental variable; namely, exposure to the Head Start program. It was suggested that Head Starters entering the first grade the following fall be tested and that their performance be compared with the performance of a control group with no preschool experience. (DO)



ED 028 833 PS 001 739

White, William F.

Affective Dimensions of Teachers of Disadvantaged Children in Six Majority Negro School Districts.

Pub Date [69]

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—\*Changing Attitudes, Factor Analysis, Minority Group Teachers, Negro Teachers, Self Concept, Semantics, \*Summer Institutes, \*Teacher Attitudes, Teacher Characteristics

Identifiers—Semantic Differential

During a summer institute at the University of Georgia, 10 concepts of 144 teachers (120 females and 24 males) were assessed. This study examined the structure of the affect that teachers in six majority Negro school districts had on the teacher learning process. Twelve adjective pairs were used to measure each of the following ten concepts: (1) this summer's institute, (2) the economically deprived child, (3) myself, (4) a Negro teacher, (5) a white teacher, (6) Negro principals, (7) white principals, (8) other teachers, (9) a Negro child, and (10) a white child. Teachers' perceptions of four concepts shifted significantly over the tenure of the institute: (1) perceived initially as negative and worthless, the Negro teacher appeared to become more valuable, with a higher measure of personal worth; (2) attitude toward the summer institute improved; (3) teachers developed more independence in their attitudes and possessed more ego strength in resolving feelings about teaching in disadvantaged areas; and (4) at the conclusion of the institute, the concepts of the white child and the Negro child reflected the concern of Federal programs for deprived children, regardless of race. (DO)

ED 028 834 PS 001 790

Sinclair, Robert L.

A Theoretical Approach for Selecting Elementary School Environmental Variables.

Massachusetts Univ., Amherst. School of Education.

Pub Date [69]

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—\*Achievement, \*Educational Environment, Elementary Schools, Environmental Influences, \*Individual Characteristics, \*Intelligence, Language Development, Learning Experience, \*Measurement Techniques, Models, Motivation

To determine specific environmental variables of the elementary school is the purpose of this study. Stable characteristics of intelligence and achievement were selected because they were considered useful for generating salient environmental counterparts likely to exist in elementary institutions. Achievement motivation, language development, and general learning were three environmental variables considered to be counterparts of intelligence. Counterparts of achievement were achievement press, language models, academic guidance, activeness of the school, intellectuality in the school, and work habits in the school. C. Robert Pace's variables (practicality, community, awareness, propriety, and scholarship) are dimensions which describe the elementary environment and they were included with the seven environmental counterparts (for developing intelligence and achievement) which were considered in this investigation. (DO)

ED 028 835 PS 001 796

Arner, Robert S.

A Rationale for Developmental Testing and Training.

Rockford Coll., Ill.

Pub Date 13 Dec 65

Note—17p.; Paper presented at the annual meeting of the American Academy of Optometry, Chicago, Illinois, December 13, 1965

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—\*Developmental Guidance, Evolution, \*Human Development, Individual Development, Learning Plateaus, \*Learning Processes, Motor Development, \*Perceptual Motor Learning, Physical Development, Symbolic Learning

Man's phylogenetic development has resulted in a potential for environmental interaction in a symbolic and conceptual manner. There are ontogenetic requirements to develop such potential. The process by which man learns is sequential

and involves perceptual-motor-cognitive abilities. There is an optimum respectivity period at each developmental level; and if this period is passed without learning taking place, guidance should be provided to avoid performance difficulties. Physical movement is the basis for perception. A goal of developmental efficiency is the reduction of movement through symbolic manipulation and visualization. Developmental guidance must recapitulate ontogeny. The implications of developmental inadequacies in perceptual motor skills in adults, emotionally disturbed, and mentally handicapped children are discussed, and many citations are included in this master's thesis. (MS)

ED 028 836 PS 001 797

Godgart, Martin, Ed.

Perspectives on Teacher-Aides. A Teaching Text. Educational Consulting Center, Southington, Conn.

Pub Date Jun 68

Note—190p.

Available from—Educational Consulting Center, 2279 Mt. Vernon Rd., Southington, Connecticut 06489

Document Not Available from EDRS.

Descriptors—Culturally Disadvantaged, Discipline Problems, Guidelines, \*Guides, Inner City, \*In-service Education, Legal Responsibility, National Surveys, \*Teacher Aides, \*Text Books

Five staff members of the Educational Consulting Center contributed seven papers to this text for training teacher-aides. "Teacher-Aides: An Overview" concerns qualifications, training, duties, placement, a code of ethics, and employment practices. "The Disadvantaged Child" discusses self-concept, its development, and its improvement. "The Climate for Teaching the Disadvantaged" discusses educationally disadvantaged students, the learning process, educational and fundamental goals, suburban youth, social class influences, underachievers, nonachievers, and teacher-student relationships. "Discipline in the Inner-City Classroom" enumerates 16 guidelines for minimizing discipline problems, and "The Teacher-Aide and the Audio-Visual Program" outlines duties for presentations and describes the functions of the equipment. "Guidelines for the Teacher-Aide" deals with personal qualities, filing an application, the interview, orientation, and academic involvement. "Legal Responsibilities of the Teacher-Aide" is the title of the final chapter. Supplementary activities are listed at the end of each chapter. (DO)

ED 028 837 PS 001 801

Conway, C. B. And Others

A Study of Public and Private Kindergarten and Non-Kindergarten Children in the Primary Grades.

Educational Research Inst. of British Columbia, Vancouver, Canada.

Pub Date Jan 68

Note—54p.

Available from—The Educational Research Inst. of B.C., Board of Trade Tower, 1177 West Hastings Street, Vancouver 1, British Columbia

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—\*Academic Achievement, \*Educational Research, \*Elementary School Students, Intelligence, Intelligence Quotient, \*Kindergarten, \*Primary Grades, Private Schools, Report Cards, Student Adjustment, Student Promotion

Identifiers—British Columbia

A short history of the establishment of kindergartens in British Columbia prefaces this study of 22,000 public school children in grades one, two, and three (who had or had not attended kindergarten) in School District 39 of Vancouver and District 61 of Victoria. The effect of kindergarten attendance was evaluated as it related to (1) report card ratings, (2) adaptation to school, (3) intelligence, (4) academic achievement in grade 2 (Victoria only), and (5) retardation and acceleration in grades one, two, and three. Somewhat less than half the pupils had attended kindergarten. A "blind study" was conducted, which obtained teacher ratings on individuals on a descending scale from outstanding to unsatisfactory on the five effects under investigation. Results revealed that (1) report card ratings (for work and health habits and behavior) were generally higher for children who attended private kindergartens; (2) school adaptation seemed to be related to kindergarten attendance;

(3) IQ's were highest for those who had attended private kindergartens, and nonkindergartners ranked lowest; (4) kindergarten attendance was related to higher achievement scores in reading comprehension, word meaning, spelling, and arithmetic for grade two; and (5) very little acceleration was found, but that in evidence was related to private kindergarten attendance. (DO)

ED 028 838 PS 001 803

Eisner, Elliot W.

Instructional and Expressive Educational Objectives: Their Formulation and Use in Curriculum.

Pub Date [67]

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Behavioral Objectives, Course Objectives, Curriculum Planning, Discovery Learning, \*Educational Objectives, \*Educational Planning, Goal Orientation, Models, Research Needs, \*Review (Reexamination)

Identifiers—Expressive Objectives

Because different educational goals are based on individual sets of values, research findings considered highly significant by one group of educators will seem irrelevant to others. Empirical studies of educational objectives are needed to investigate (1) the relationship between the way objectives are formulated and their quality, (2) the extent to which teachers have educational objectives, (3) the effect objectives have on curriculum planning and instruction, and (4) the usefulness of educational objectives in facilitating learning. Educational objectives may be divided into two divisions: instructional objectives, which emphasize the acquisition of the known (skills defined in a predictive model of curriculum development), and expressive objectives, which elaborate and modify existing knowledge. Expressive objectives may produce new knowledge as a result of an educational encounter in which the child is free to explore. When expressive objectives are used by teachers, diversity (rather than homogeneity of response) is sought. Research needs to be undertaken on the consequences of the use of each kind of objective. (MS)

ED 028 839 PS 001 805

Economics in the Elementary School; Why, What, Where? A Handbook for Teachers.

Joint Council on Economic Education, New York, N.Y.; Minneapolis Citizens Committee on Public Education, Minn.

Pub Date 67

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Credit (Finance), \*Curriculum Development, \*Economics, \*Educational Needs, \*Elementary Grades, Human Capital, Investment, Money Systems, Productivity, \*Social Studies

Economic education is needed. Elementary school children should be taught the following concepts of economics: that economics is concerned with the problem of deciding how to make the best use of resources to satisfy human wants; that production and consumption are functions of any economic system; that in America competition in a market is the system whereby consumer and producer goods and services are allocated; that the federal government helps to regulate the system and participates in the allocation of goods and services through its spending; that economic growth depends on the quality and quantity of productive resources; that money is a medium of exchange, a measure for comparing all economic goods, and a store of value; that specialization leads to interdependency locally and internationally; and that other nations have the same basic economic considerations. The kindergarten should be concerned with the home and school; the first grade, with the home and neighborhood; the second grade, with the neighborhood; the third grade, with the city—past and present; the fourth grade, with the state; the fifth grade, with the nation; and the sixth grade, with the western hemisphere. (JS)

ED 028 840 PS 001 807

Federal Programs Assisting Children and Youth. Children's Bureau (DHEW). Washington, D.C.

Social and Rehabilitation Service.

Pub Date Dec 67

Note—106p.

EDRS Price MF-\$0.50 HC-\$5.40

Descriptors—Agencies, \*Children, Demography, Educational Finance, Employment Programs, \*Federal Aid, Federal Government, \*Federal Programs, Financial Support, Health Programs, Program Descriptions, Rehabilitation Programs, Welfare Services, \*Youth

Data on the amount of United States federal funds used for programs assisting children and youth under 21 both directly and indirectly are collected in this report. A list of the six cabinet departments and five other agencies which support or administer the educational, medical, and welfare programs is supplied. Summaries of federal expenditures are classified by agency as well as by category. The funds are also analyzed in per capita terms. Demographic and social data on children and youth are presented. Descriptions are given of the education and training programs; health programs; nutrition programs; cash benefits; social, welfare, and rehabilitation programs; employment services and labor standards; and housing and other programs. (NT)

**ED 028 841** PS 001 810  
Wang, Margaret Lindvall, C. M.

**An Exploratory Investigation of the Carroll Learning Model and the Bloom Strategy for Mastery Learning.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date 8 Feb 69

Note—15p.; Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, California, February 5-8, 1969

**EDRS Price MF-\$0.25 HC-\$0.85**

Descriptors—\*Academic Achievement, \*Academic Aptitude, Compensatory Education, Elementary School Students, Hypothesis Testing, \*Individual Differences, Individualized Instruction, \*Individualized Programs, Learning Theories, Performance Factors, Success Factors, Time Factors (Learning)  
Identifiers—Carroll Learning Model, Lorge Thorndike Intelligence Test, Stanford Achievement Tests

A group of students normally distributed in aptitude and given the same instruction will produce a normal distribution of student achievement. It has been contended that if each of five primary variables in learning are optimized for each student, all students should be expected to achieve mastery of the material. These variables are (1) aptitude of student, (2) quality of instruction, (3) ability to understand instruction, (4) perseverance, and (5) time allowed for learning. This study investigated this hypothesis with an individualized learning program (ILP), in which all students were supposed to attain mastery on each lesson before going on in the program. Students in grades two through six were given aptitude tests, and their performance in the ILP was compared with the test results. Little relationship between rate of learning and aptitude was found when variables number two, three, and four were ignored or were assumed to be operating at an optimum level for all. Thus, either the variables should not have been ignored or the experimental design in this study was faulty. Aptitude may still be found to be the most important factor in rate of learning. (WD)

**ED 028 842** PS 001 813  
Schaffel, Adrienne  
**Vision Training - A New Developmental Concept in Child Vision.**

Optometric Extension Program, Duncan, Okla.

Pub Date 68

Note—37p.

Available from—Optometric Extension Program Foundation, Inc., Duncan, Oklahoma 73553

Document Not Available from EDRS.

Descriptors—Cognitive Processes, Infants, Models, Parent Role, \*Perceptual Development, Perceptual Motor Coordination, Preschool Children, \*Sensory Training, Teacher Responsibility, Training Techniques, Vision, Vision Tests, Visualization, \*Visual Perception

The purpose of this paper is to illustrate the parents' role in their child's visual guidance program, the philosophies behind the program, and the teacher's responsibility to child vision. The first chapter, on parent involvement, instructs them to provide an environment to stimulate intellectual growth and stresses the importance of the development of eye-hand coordination and

manual and visual exploration of the infant. It also states that visual training during preschool years is enhanced by locomotion, location, labeling, and language. In Chapter II, development theories of Dr. Carl H. Delacato, Dr. Ray Barsch, and Dr. G. N. Getman are mentioned, and Dr. A. M. Skeffington's diagram of visual processes and an explanation of it are given. A concluding chapter states that potential dropouts and low achievers may be detected by observant teachers who are informed on child vision. Also included is a chart showing expected progress in various phases of growth and development for children in eight different age groups (from 4 years old through age 13). (DO)

**ED 028 843**

Ilika, Joseph

**Age of Entrance Into the First Grade as Related to Rate of Scholastic Achievement.**

Spons Agency—Oregon State Univ., Corvallis. Graduate Research Council.

Pub Date 8 Feb 69

Note—20p.; Paper presented at the American Educational Research Association, Los Angeles, California, February 8, 1969

**EDRS Price MF-\$0.25 HC-\$1.10**

Descriptors—\*Academic Achievement, \*Age, Age Differences, Arithmetic, Early Admission, \*Elementary School Students, \*Enrollment, Language Development, Late School Entrance, \*Longitudinal Studies, Reading, Spelling, Student Development

The influence of age of entrance to first grade on subsequent rate of scholastic development was tested in this longitudinal investigation. Forty-one pairs of boys and forty-nine pairs of girls, matched according to sex, intelligence, and socioeconomic status, were subjects. The mean chronological age of late entrants was 81 months, opposed to 72 months for early entrants. Reading, spelling, arithmetic, total language, and total achievement scores were obtained. Results of boys' rate of achievement revealed no significant differences. Late-entrant boys' rates tended to be faster than early-entrant boys' rates in all measures except arithmetic development. LEG's Late-entrant girls' rates reflected faster scholastic development than the early-entrant girls' rates. The results upheld Willard C. Olson's statement of the principle of resistance to displacement of rate of development in that initially faster rates of the early entrants declined and did not exceed the rates of development by the late entrants. (DO)

**ED 028 844**

24

PS 001 900

Cox, Helen R.

**Effect of Maternal Attitudes, Teacher Attitudes, and Type of Nursery School Training on the Abilities of Preschool Children. Final Report.**

Catholic Univ. of America, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-C-048

Pub Date Dec 68

Grant—OEG-0-8-97048-0222-10

Note—94p.

**EDRS Price MF-\$0.50 HC-\$4.80**

Descriptors—\*Achievement Gains, Culturally Disadvantaged, Hypothesis Testing, Middle Class, \*Mother Attitudes, Nursery Schools, Preschool Children, Preschool Learning, \*Preschool Programs, \*Program Evaluation, \*Teacher Attitudes

Identifiers—Caldwell Preschool Inventory, Maryland Parent Attitude Survey, Minnesota Teacher Attitude Inventory, Montessori Preschools, Peabody Picture Vocabulary Test, Stanford Binet

The purpose of this study was to assess the importance of teacher attitudes, maternal attitudes, and traditional versus Montessori nursery school training on the learning and achievement of the preschool child. Eighty-two middle class children and thirty-eight disadvantaged children who attended either Montessori or traditional preschools comprised the sample. The children were tested in the fall on the Stanford-Binet and Peabody Picture Vocabulary Test and retested in the spring with the Caldwell Preschool Inventory and the Stanford-Binet. Teachers of nursery school classes completed the Minnesota Teacher Attitude Inventory, and mothers of the children completed the Maryland Parent Attitude Survey. Results of the study showed that middle class Montessori children scored significantly higher on

personal-social responsiveness, associative vocabulary, and total test scores than middle class children in a traditional nursery school program. Disadvantaged Montessori children also obtained significantly higher scores than did their counterparts in a traditional program. Further findings indicated that democratic teacher attitudes were not highly related to preschool children's achievement and that maternal attitudes had no significant effect on the achievement of these children. (MS)

**ED 028 845**

PS 001 907

Adkins, Dorothy C. And Others

**Development of a Preschool Language-Oriented Curriculum With a Structured Parent Education Program. Final Report.**

Hawaii Univ., Honolulu, Educational Research and Development Center.; Hawaii Univ., Honolulu. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4121

Pub Date [68]

Note—34p.

**EDRS Price MF-\$0.25 HC-\$1.80**

Descriptors—Language Development, Language Instruction, \*Language Programs, \*Parent Education, Parent Teacher Cooperation, Parent Workshops, Preschool Children, \*Preschool Programs, Test Interpretation, Verbal Ability, Verbal Communication, Video Tape Recordings

Identifiers—\*Head Start, Illinois Test of Psycholinguistic Abilities, ITPA, Peabody Picture Vocabulary Test, PPVT, School Readiness Tasks

The objectives of this project were to test (1) a structured language-oriented curriculum, used for an academic year in Hawaiian Head Start classes, and (2) a parent education program. Teachers in eight experimental classes used semistructured language-strengthening activities along with structured lessons and were guided by supervisors. Eight control classes used other methods of language instruction. Audio and video tapes stimulated periodic teacher discussions, which led to continual revisions of the program. The parent program taught parents to work as aides through staff-parent meetings. The Illinois Test of Psycholinguistic Abilities, the Peabody Picture Vocabulary Test, and the School Readiness Tests were used as pretests and posttests. Although the test results did not show impressive relationships, the enthusiastic reports by teachers and parents regarding the increased verbal ability of the children indicated a lack of appropriate instruments to measure verbal communication skills. A curriculum outline is included. (JS)

**ED 028 846**

PS 001 908

[Regional Research and Resource Center in Early Childhood.] Final Report.

New York Univ., N.Y. Inst. for Developmental Studies.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-2425

Pub Date 68

Note—91p.

**EDRS Price MF-\$0.50 HC-\$4.65**

Descriptors—Creative Dramatics, \*Culturally Disadvantaged, \*Demonstration Programs, Elementary School Students, Evaluation, Inservice Teacher Education, Intelligence Quotient, Kindergarten Children, Longitudinal Studies, Mathematics, Parent Participation, Parent Reaction, Preschool Children, \*Primary Grades, \*Program Evaluation, Reading

Identifiers—Classroom Behavior Rating Scale, CMMS, Head Start, PPVT, School Behavior Rating Scale, Stanford Binet, WICS

Qualitative and quantitative evaluations were made of the 1967-68 academic period, the sixth year of demonstration classes, conducted by the Institute for Developmental Studies at New York University. Qualitative evaluations were obtained for reading, mathematics, classroom behavior, science, creative dramatics, and use of the Language Master through a curriculum index questionnaire, examination of teachers' daily logs, and interviews with administrators, supervisors, teachers, parents, and observers. Subjects were culturally deprived children attending prekindergarten through grade three. Conclusions were as follows: (1) ongoing inservice training is neces-



sary, (2) purposes and limitations of the program must be continuously articulated, (3) educators should be reoriented to innovative teaching methods, and (4) parental feedback on children's relative growth should be used. Quantitative follow-up psychological evaluations of experimental, filler, and control subjects were made. A parent program was initiated to help with personal and environmental problems. (DO)

**ED 028 847** PS 001 918  
Locatis, Craig Smith, Frank A.

**Performance of Kindergarten Children From Low Income Families on Selected Concept Categories.**

Southwest Regional Educational Lab., Inglewood, Calif.

Pub Date 15 Mar 69

Note—7p; Paper presented at the annual California Educational Research Association meeting, Los Angeles, California, March 14-15, 1969

**EDRS Price MF-\$0.25 HC-\$0.45**

Descriptors—Classification, \*Concept Formation, Conceptual Schemes, \*Kindergarten Children, \*Low Income Groups, Pictorial Stimuli, \*Preschool Tests, \*Test Construction

Identifiers—Instructional Concepts Inventory

Some 180 kindergarten children from low income families were tested midway through the school year on an instructional concepts inventory created by the Southwest Regional Laboratory for Educational Research and Development (SRL). The inventory was designed to measure the basic concepts known by a child. It is specifically geared to test kindergarten pupils for their skill with concepts necessary for successful achievement in the first grade. The inventory draws from a list of 86 concepts grouped into seven categories: color, size, shape, position, amount, time, and equivalence. The inventory, as used in this study, had 36 items involving the seven categories. Each item consisted of a picture illustration of a concept and two distractors. Each child tested was asked to point to the illustration of the concept named by the examiner. The test results showed that, on an average, the subjects knew about 23 of the 36 concepts. The results indicated that kindergarten children from low income families needed instruction in the basic concepts. SRL is developing a program to teach the basic concepts measured by this inventory. (WD)

**ED 028 848** 24 PS 001 933

Hall, James W.

**Implicit Verbal Behavior in Elementary School Children. (Internal Verbal Responses of Elementary School Children Elicited by the Association of Words). Final Report.**

Northwestern Univ., Evanston, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-E-064

Pub Date 19 Aug 68

Grant—OEG-1-7-070064-3779

Note—35p.

**EDRS Price MF-\$0.25 HC-\$1.85**

Descriptors—Age Differences, Association Tests, \*Associative Learning, Cognitive Processes, \*Elementary School Students, Learning Processes, Mediation Theory, Stimulus Generalization, \*Verbal Learning, Word Lists, \*Word Recognition

Identifiers—Implicit Verbal Behavior

The four experiments of this study represent the first stage on a program of research designed to clarify the nature and development of certain implicit verbal behavior and to move toward application of this knowledge to school learning situations and problems. Specifically, the experiments were created to investigate some aspect of the implicit associative response (IAR). The subjects were presented with one list of words, then were presented with a partially different list, and then were asked to identify those words which also appeared on the first list. On the second list were also new words with and without an associational value to the first-list words. The subjects mistakenly recognized more nonfirst-list associated words than nonfirst-list nonassociated words. Such a mistake is considered to be the effect of IAR. The results of the four experiments indicated that (1) when children were asked to use the strategy of association in learning the first-list words, IAR was facilitated; (2) when children were asked to pronounce each word in the first list as they learned it, the IAR effect was

reduced; and (3) the IAR effect was reduced with the age of the child. (WD)

**ED 028 849** RC 000 196

Bertrand, Alvin L. Smith, Marion B.

**Environmental Factors and School Attendance. A Study in Rural Louisiana.**

Louisiana State Univ. and A and M Coll. System, Baton Rouge.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—Bull-533

Pub Date May 60

Note—43p.

**EDRS Price MF-\$0.25 HC-\$2.25**

Descriptors—\*Academic Achievement, Adjustment (to Environment), Aspiration, \*Attendance, Caucasian Students, Dropout Identification, \*Dropouts, \*Family Environment, Family Mobility, Occupations, Parental Background, Parent Attitudes, \*Rural Youth, School Environment, Socioeconomic Status, Work Experience

The purpose of this study was to identify and explain factors which account for rural youths having lower attendance records and lower educational attainment than urban youths. The major objectives were: (1) to determine the factors affecting the school attendance and attainment of rural youths; (2) to determine the life aspirations of rural youths and the extent to which education serves these youths' needs; and (3) to develop information which will better serve public and private schools in meeting the needs of rural youths. Three questionnaires were administered to juniors, seniors, and their parents in 8 white, rural high schools in 2 Louisiana parishes. The attendance and dropout data from these 8 high schools were tabulated and analyzed. In conclusion, it was reported that negative educational values in their homes were largely responsible for biasing the educational opportunities of rural youth. (ES)

**ED 028 850** RC 002 909

Brown, Dorothee, Ed. Lichtenberg, Zita, Ed.

**Summer Programs for Migrant Children. Special Issue, Your Public Schools, Volume 6, Number 8.**

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Jul 68

Note—28p.

**EDRS Price MF-\$0.25 HC-\$1.50**

Descriptors—American Indians, Bilingual Teacher Aides, Community Involvement, Compensatory Education, \*Cultural Enrichment, Elementary Grades, \*English (Second Language), Family School Relationship, Health Education, Individual Instruction, Instructional Materials Centers, Language Development, \*Mexican Americans, \*Migrant Education, Outdoor Education, Reading, \*Summer Programs

Identifiers—\*Washington

Federal funds are provided for operation of 21 summer migrant education programs in Washington State for 2,300 preschool and elementary-age, predominantly Mexican American and Indian children of migrant farm workers. Other agencies—public and private—contribute financial support to the summer educational activities. In most cases the programs have an adequate supply of teachers, bilingual teacher aides, and community volunteer help. Individual attention is emphasized in teaching reading, language development, physical and health education, and art and music. When necessary, remedial work is given to the children; some programmed instruction is used. Many of the programs include weekly field trips to broaden world experiences, often through outdoor education. The home-school relationship is stressed as an important phase of the programs. Two curriculum materials centers are being developed to provide for improved supportive services to schools. (JAM)

**ED 028 851** RC 003 325

McKie, Craig And Others

**The Family in the Evolution of Agriculture.**

Vanier Inst. of the Family, Ottawa (Ontario).

Pub Date Jun 68

Note—48p; Four papers presented at an international symposium on The Family in the Evolution of Agriculture (Paris, March, 1968)

Available from—The Vanier Institute of the Family, 170 Metcalfe Street, Ottawa 4, Canada (\$1.00)

**EDRS Price MF-\$0.25 HC-\$2.50**

Descriptors—\*Agricultural Trends, Extension Education, Family Environment, \*Females, \*Industrialization, Part Time Farmers, Productivity, Professional Education, Rural Economics, \*Rural Family, Sociocultural Patterns, Technological Advancement, \*Vocational Education, Working Women

Identifiers—\*Canada

Four Canadian specialists were commissioned to address themselves to (1) the evolution of agriculture and its consequences on the rural family, (2) the place and responsibility of women in the evolution of agriculture, (3) the problems of education and the professional development of women, and (4) adaptation of the rural family to technical, economic, and social change. The papers emphasized that traditional family patterns are changing in rural Canada and are becoming increasingly similar to life styles of urban families as a result of specialization and industrialization. (JH)

**ED 028 852** RC 003 338

Hines, N. William, Ed. Harris, Marshall, Ed.

**Methods for Legal-Economic Research into Rural Problems.**

Spons Agency—Iowa Univ., Iowa City. Agricultural Law Center.

Report No.—ALC-M-8

Pub Date Sep 66

Note—187p.

**EDRS Price MF-\$0.75 HC-\$9.45**

Descriptors—\*Agricultural Research Projects, Agriculture, \*Economic Research, Interdisciplinary Approach, \*Lawyers, Linear Programming, Methodology, Organization, \*Research Committees, Research Problems, \*Rural Areas, Simulation

The report contains a series of papers that have been presented during the past decade by lawyers and economists at workshops sponsored by the North Central Land Economics Research Committee. The papers describe the bringing together of legal and economic research methods in order to solve rural problems. The first paper is entitled "Legal-Economic Research in Theory and Practice" and states that interdisciplinary research is essential for a broader view of a problem. "The Legal Researcher's Methods" is the second presentation, giving a detailed analysis of how a lawyer uses the classic law library, the non-legal library, and other methods to accomplish his research. The third paper deals with the research methods the economist uses and is entitled "Acquisitions of Primary and Secondary Data in Economics." The fourth presentation is "Research Methods Adaptable to Legal-Economic Inquiry" which concludes that linear programming and simulation are valid tools for this type of research. The fifth paper is called "Organization for Legal-Economic and Related Research," treating the problem of organizing across disciplinary lines and the difficulties encountered. The sixth and last paper is a summary of the workshops and re-emphasizes and critiques the major points of each individual paper. (RH)

**ED 028 853** RC 003 342

Lopez, John K.

**The Mexican-American Curriculum Study. Report of a Coupled Basic Education-On-the-Job Training Program for Monolingual Mexican-Americans.**

California State Dept. of Education, Sacramento. Bureau of Industrial Education; California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—181p.

**EDRS Price MF-\$0.75 HC-\$9.15**

Descriptors—Adult Counseling, \*Adult Education, Aptitude Tests, Curriculum Evaluation, Disadvantaged Groups, \*Economically Disadvantaged, Educational Disadvantage, \*English (Second Language), Ethnic Groups, Federal Programs, Language Development, \*Mexican Americans, \*On the Job Training, Spanish Speaking, Trainees, Vocational Education

A curriculum study of Basic Education and On Job Training program for disadvantaged, monolingual Mexican Americans is evaluated. Types of activities implemented for adults (such as English language skills, arithmetic skills, and pre-vocational training) are studied, as well as

results and observations. Information is included which was obtained from administrators, instructors, and trainees of the 7 basic education projects, supplemented by employer interviews and information supplied by community organizations selected by the Department of Labor as On Job Training contractors. Recommendations included (1) that serious consideration be given to increasing the basic education period, and (2) that employers continue the educational process started by the project. Several figures and tables are contained to illustrate various aspects of the program. (CM)

ED 028 854 RC 003 343

Wages, Sherry And Others

**Mexican American Teen-Age School Dropouts: Reasons for Leaving School and Orientations Toward Subsequent Educational Attainment.**

Pub Date Apr 69

Note—37p.; Paper presented at the Southwestern Sociological Association Meetings (Houston, Texas, April, 1969).

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Academic Aspiration, \*Aspiration, Dropout Attitudes, Dropout Identification, Dropout Programs, Dropout Research, Educational Attitudes, \*Educational Objectives, Ethnic Groups, \*Goal Orientation, \*Mexican Americans, Objectives, \*Rural Dropouts, School Holding Power

In an effort to determine variables related to Mexican American school dropouts' decisions to quit school and their orientations toward further educational attainment, personal interviews were conducted in 1967 with 74 Mexican American high school dropouts residing in 4 rural south Texas counties. The variables examined included (1) decision to become a dropout (reasons for leaving school, encouragement to stay in school, encouragement to return to school after leaving), and (2) orientations toward further education (aspirations, expectations, and attitudes toward re-entry into school under various conditions). It was found that poor grades and financial difficulties were major factors in the decision to leave school. While few respondents were encouraged to stay in school, three-fourths were advised by parents and friends to return to school after leaving. Most respondents desired high school diplomas; however, one-half of the boys and one-fourth of the girls did not expect to attain their goals. Most respondents were uncertain about expectations. It was recommended that dropouts be identified early, and that teachers, principals, and counselors make every attempt to encourage the potential dropout to remain in school. A major conclusion was that much needs to be done in developing educational programs to meet perceived needs of these students. (DA)

ED 028 855 88 RC 003 344

**Descriptive Evaluation Report of Diversified Outdoor Education.**

Rockingham County School System, Wentworth, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—\*Conservation Education, \*Corrective Reading, Group Living, Learning Activities, \*Mentally Handicapped, \*Outdoor Education, Prevocational Education, \*Program Evaluation, Resident Camp Programs, Student Attitudes

Identifiers—\*North Carolina, Rockingham County

A diversified outdoor education project under Title III, Elementary and Secondary Education Act of 1965, was started in June 1967 in Rockingham County, North Carolina. Objectives, activities, and student performance in the 3 phases of the program were evaluated through September 1968. A combined outdoor education and corrective reading program consisted of structured and nonstructured reading experiences revolving around individual interests and needs. A resident camp program for mentally retarded youth provided 24-hour supervision and instruction in communication skills, physical development skills, self-help skills, social behavior skills, and practical work skills. The third program within the project involved conservation and nature studies through actual examples and experiences. (JH)

ED 028 856 RC 003 345

Moore, Joan W.

**Mexican-Americans: Problems and Prospects.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 66

Note—63p.

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—Age Differences, \*De Facto Segregation, Dependents, Economic Disadvantage, \*Educational Disadvantage, Employment Problems, Immigrants, Low Income, Marital Status, \*Mexican Americans, \*Migration Patterns, Population Trends, Residential Patterns, \*Rural Urban Differences, Student Enrollment

Identifiers—\*Southwest

Comprising the second largest minority group in the United States, 87% of the Mexican American population live in five states in the Southwest. Characterized by a high birth rate, continuous immigration, and low income, the Mexican American population is an increasing source of concern in a welfare-oriented society. Educational attainment levels reveal significant differences between Mexican Americans and Anglo Americans, between rural and urban Mexican Americans, and between the native-born and foreign-born. State statistics conceal important local variations in schooling. Problems of the Mexican American are poverty, a high dependency ratio, unemployment, poor housing, inadequate public services, segregated schools, nonparticipation in political life, and a high rate of school delinquency. Policy implications include increasing communication between Mexican Americans and other poverty segments, designing programs of local distinctiveness to overcome local isolation, and training and retraining of non-Mexican American personnel working with this population. (JH)

ED 028 857 RC 003 346

Kuvlesky, William P. And Others

**Racial Differences in Teen-Age Girls' Orientations Toward Marriage: A Study of Youth Living in an Economically Depressed Area of the South.**

Pub Date 10 Apr 69

Note—41p.; Paper presented at annual meetings of the Southern Sociological Society (New Orleans, Louisiana, April 10-12, 1969).

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—\*Attitudes, Depressed Areas (Geographic), Economically Disadvantaged, \*Females, Majority Attitudes, \*Marriage, Negro Attitudes, Racial Characteristics, \*Racial Differences, \*Rural Youth

Aspirations and expectations held toward marriage by a sample of Negro and white adolescent girls from 3 all-rural East Texas counties were compared. The primary objective of the study was to determine (using Chi-Square analysis techniques) the extent to which racial differences existed in desired age of marriage, desired and expected number of children, and aspirations and expectations for employment after marriage, while controlling for socioeconomic status. Results of the study indicated that except for number of children desired and expected, statistically significant racial differences did exist. Negro girls desired marriage significantly later than white girls, and well over one-half of the Negro girls desired and expected to work outside the home even after the arrival of children while a majority of whites wanted and expected to work only until they had children. (EV)

ED 028 858 RC 003 347

Kuvlesky, William P. And Others

**Status Projections and Ethnicity: A Comparison of Mexican American, Negro, and Anglo Youth.**

Spons Agency—Texas A and M Univ., College Station. Agricultural Experiment Station.

Pub Date Apr 69

Note—54p.; Paper presented at the annual meetings of the Southwestern Sociological Association (New Orleans, Louisiana, April, 1969).

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Achievement Need, \*Anglo Americans, Aspiration, Cultural Background, Ethnic Groups, Ethnic Relations, \*Ethnic Status, Goal Orientation, \*Mexican Americans, \*Negroes, Psychological Characteristics, \*Rural Areas, Rural Youth, Social Studies, Sociocultural Patterns, Statistical Studies, Status

In an effort to determine to what extent ethnic groups are associated with differences in adolescents' projected frames of status reference, data were collected from Negro, Mexican American, and Anglo youth residing in rural areas of Texas. Occupational and educational status projections were compared to determine levels of aspiration and expectation, anticipatory goal deflection (the divergence between desired and expected status objects), intensity of aspiration, and certainty of expectation. It was found that the 3 ethnic groups studied were similar except in reference to status expectations and intensity of aspiration. Negro youth maintained higher levels of expectation, and Mexican American youth maintained stronger intensity of aspiration. Mexican American youth were least certain of obtaining their expectations; Negro youth held higher educational goals; while Anglo youth manifested the least anticipatory deflection. (DA)

ED 028 859 RC 003 354

**Urban Planning in Rural America. A Study.**

Pennsylvania Dept. of Commerce, Harrisburg; Pennsylvania State Univ., University Park. Cooperative Extension Service.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Sep 67

Note—57p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HUD ML/TS-22, \$0.40).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—City Planning, \*Community Planning, Community Support, Cooperative Planning, Depleted Resources, Extension Agents, Financial Support, Interagency Planning, \*Land Grant Universities, \*Natural Resources, \*Regional Planning, Rural Areas, \*Rural Development, Rural Environment, Water Resources

Within the region from New York to Virginia are many rural areas where the natural environment has been destroyed. State, Federal and local funds have been made available to aid in future planning and development designed to protect and conserve the natural resources and environment of these areas. The conclusions and recommendations reported were the result of open-ended interviews with resident planning staffs, planning consultants, state planning administrators, state and Federal agency administrators, university administrators and faculty, farm organization officials, and farm and forest landowners. The interviews were structured around the following objectives of inquiry: (1) effectiveness of planning for urban development in rural areas; (2) natural resource relationships to comprehensive development planning; (3) land grant university natural resource planning and development curriculums and research programs; and (4) state administration and supervision of the local "701 Planning Assistance Program" matching funds. While some objectives were being met, more cooperative planning and funding will be necessary to fully implement resource allocation and development. (DK)

ED 028 860 RC 003 355

Bird, Ronald And Others

**Status of Rural Housing in the United States.**

Department of Agriculture, Washington, D.C.

Pub Date Sep 68

Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A 93.28:144, \$0.30).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Census Figures, Economically Disadvantaged, Family Environment, Housing, \*Housing Deficiencies, Housing Needs, Housing Patterns, \*Low Rent Housing, Needs, Rural Areas, \*Rural Environment, \*Sanitary Facilities, Statistical Data

With the addition of 3.7 million rural homes and the improvement of 15.6 million rural residences during the period from 1960 to 1966, the status of rural housing has been vastly improved. These improvements may not have affected the number of substandard homes, since most of these dwellings were occupied by families having incomes of less than \$3,000 in 1960, and almost all of the new homes built during this period were occupied by families having incomes greater than \$6,000. It appears that most low-in-



come families did not build new homes. Since most low-income families own their own homes, it is doubtful that many of them moved to better housing. It is apparent that most remodeling done to rural houses was not great enough to change the condition of many substandard homes—especially those lacking proper plumbing facilities. (DA)

ED 028 861 RC 003 356

LaVallee, Mary Anne, Ed.

National Conference on Indian and Northern Education (Saskatoon, Canada, 1967).

Saskatchewan Univ., Saskatoon. Extension Div.; Society for Indian and Northern Education, Saskatoon (Saskatchewan).

Pub Date 67

Note—130p.

Available from—University of Saskatchewan, Extension Division, Saskatoon, Canada (\$1.00).

EDRS Price MF-\$0.75 HC-\$6.60

Descriptors—\*American Indians, Conference Reports, \*Cultural Differences, \*Culture Conflict, Curriculum Problems, Dropout Problems, \*Educational Discrimination, Eskimos, Integration Effects, \*Minority Groups, Religious Factors, Residential Schools

Identifiers—Canada, \*Metis

The conference theme, "We Listen, They Speak," describes the proceedings of the conference at which Native Indians, Eskimos, and Metis were speakers, and the Whiteman listened. The speeches cover such areas as integration, cultural conflict, residential schools, cultural discrimination, social problems, educational needs, curriculum problems, minority group involvement in educational decisions, religious differences, and school dropout problems. Education, integration, assimilation, and problems of modern society are pointed out to be major concerns of the Native people. A conference schedule and summaries are included. (SW)

ED 028 862 88 RC 003 357

Feasibility Study of Resource-Use, Outdoor Education Center, Taylor County, Florida.

Master Enterprises, Athens, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 66

Note—78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—Administrative Organization, Budgets, \*Educational Facilities, \*Feasibility Studies, Federal Aid, \*Outdoor Education, Program Descriptions, Program Evaluation, \*Program Planning, Resource Allocations, Site Analysis, Socioeconomic Background, \*Supplementary Educational Centers

Identifiers—\*Florida

Extensive planning in relation to the establishment of an outdoor education center in the State of Florida is reported. The proposed outdoor education center, designed to enrich the public school program if instruction in such fields as conservation, recreation, and resource-use, is outlined. The report contains an account of socioeconomic conditions, a detailed description of the site, program descriptions, organization and administration information, a description of facilities, an illustrated site plan, a complete set of construction and operating budgets for 3 years of operation, and a philosophy of evaluation. The appendix includes a report on the history of middle Florida, a basic bibliography of teaching materials, a list of schools eligible to participate in the project, and a list of organizations and agencies which could provide assistance to the project. This publication is funded by Title III of the Elementary and Secondary Education Act of 1965. (SW)

ED 028 863 RC 003 358

Indians of the Northwest.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 68

Note—20p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0-287-688, \$0.15).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*American Indians, \*Cultural Background, Cultural Differences, Cultural Environment, \*Economic Development, Economic Progress, \*Educational Opportuni-

ties, Employment Opportunities, \*Ethnic Groups, Health Programs, Natural Resources, \*United States History

Identifiers—Bannocks, Cayuses, Cowlits,

Kalispels, Nez Perce, Yakimas

Brief descriptions of the historical and cultural background of the Bannock, Cayuse, Coeur d'Alene, Kutenai, Kalispel, Palouse, Umatilla, Walla Walla, Yakima, Spokane, Klamath, Sanpoil, Nespelem, Colville, Quinault, Quileute, Makahs, Klallam, Lummi, Cowlitz, Puyallup, Nisqually, and Nez Perce Indian tribes of the Northwestern United States are presented. Further information is given concerning the educational, housing, and economic development taking place on the reservations of the Northwest today. A list of points of interest and activities in the area is included. (DK)

ED 028 864 RC 003 359

Indians of Oklahoma.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 68

Note—19p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0-287-162, \$0.15).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*American Indians, Collective Settlements, \*Cultural Background, Federal Aid, \*Federal Legislation, Federal Programs, Historical Reviews, History, Land Use, \*Migration Patterns, \*United States History

Identifiers—Apaches, Cherokees, Cheyennes, Chippewas, Choctaws, Comanches, Creeks, \*Oklahoma, Osages, Shawnees

Oklahoma's present-day Indian culture and civilization, it is noted, are very much pronounced, with more than 68 tribes still proudly embracing their identities. Oklahoma is shown to be the melting pot of Indian America on a map indicating the original homelands of some of the many tribes that settled in the State. The historical development and establishment of Indian settlements within the State are outlined. A listing of Indian tribes represented in Oklahoma, a discussion of Oklahoma Indians today and Federal programs for Indians, and a list of places of interest are also included. (SW)

ED 028 865 RC 003 361

Indians of the Great Lakes Area.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 68

Note—28p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0-311-555, \$0.20).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—American Indian Culture, \*American Indians, Ancient History, \*Archaeology, Demography, Employment Patterns, \*Ethnic Groups, Federal Aid, \*Geographic Distribution, History, Population Distribution, Religious Cultural Groups, Rural Population, \*United States History

Identifiers—Chippewas, Foxes, Hurons, Menominee, Miamis, Oneidas, Ottawas, Potawatomi, Sacs, Sioux, Stockbridge Munzees, Winnebagoes

Geographic distribution of 11 American Indian tribes in the Great Lakes area is described, along with archaeological data relating to the history and customs of ancient Indian tribes residing in this region. European impact, especially French, upon early traditional Indian cultural patterns is discussed. Each of the Indian tribes living in the Great Lakes region today is treated individually with respect to methodology employed in hunting, home construction, and religious rites peculiar to that tribe. Programs instituted by modern Indian tribesmen to earn a livelihood in the Twentieth Century, along with governmental assistance programs currently underway, are also described. (DA)

ED 028 866 RC 003 362

Indians of the Gulf Coast States.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 68

Note—24p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0-311-544, \$0.20).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*American History, \*American Indians, Cultural Interrelationships, \*Culture Conflict, Culture Contact, Demography, \*Ethnic Groups, \*Minority Groups, Social Distribution, Southern States

Identifiers—Alabamas, Chitimachas, Choctaws, Coushattas, Creeks, Houmas, Miccosukees, Seminoles, Tunicas

A history of Indian tribes living in the Gulf Coast area of the United States entails a chronicle of adjustment, compromise, and final submission to the white man. Due primarily to conquest and subsequent resettlement of large segments of the Indian population to the western part of the United States, descendants of Indians remaining in the southeastern United States are now comprised of: an isolated group of approximately 3,800 Choctaws in Mississippi; about 2,970 Chitimachas; Coushattas; Houmas, Choctaws, and Tunicas in Louisiana; a Creek community of 545 members in Alabama; more than 1,000 Seminoles who still reside, with the related Miccosukees, in south Florida; and 360 members of the Alabama and Coushatta tribes who now live on a State-supervised reservation in Polk County, Texas. (EV)

ED 028 867 RC 003 363

Indians of the Lower Plateau.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 68

Note—28p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0-314-280, \$0.15).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*American Indians, \*Cultural Background, Environmental Influences, Federal Aid, \*Federal Legislation, Federal Programs, History, \*Land Use, \*United States History

Identifiers—Chemehuevi, Goshutes, Navajos, Paiutes, Shivwits, Shoshones, Utes, Washoes

The history of the Lower Plateau Indians—those in the states of Nevada, Utah, and Colorado—is traced and briefly described from early tribes to the modern day Indian. The environmental transition undergone by these peoples and their cultural change, more pronounced when the United States acquired the West, are discussed. Emphasis is placed on Indian life today and the progress these Indians have made in their economy due to land use and development in the respective reservations with the help of Federal programs, legislation, and services. Various illustrations are included depicting different aspects of Indian life. (CM)

ED 028 868 RC 003 364

Indians of the Dakotas.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 68

Note—24p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0-289-766, \$0.15).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*American Indians, Collective Settlements, \*Cultural Background, Educational Practice, Federal Programs, \*Geographic Regions, Health Services, Historical Reviews, History, Illustrations, Land Use, \*Migration Patterns, Natural Resources, Social Services, \*United States History

Identifiers—Arikaras, Chippewas, Hidatsas, Mandans, North Dakota, Sioux, South Dakota

A brief history of Indian tribes in the States of North and South Dakota is presented. Discussion centers around individual Indian tribes, such as Chippewas and Sioux, which are representative of early and modern Indian life in these States. A section devoted to Indians in these states today offers an indication of the present condition of the Indians in terms of natural resource development, Indian education programs, housing improvement programs, tribal government role, social service and law enforcement provisions, and health services. A description is included of places to go and things to see on Indian reservations in North and South Dakota. (SW)

ED 028 869 RC 003 365

**Indians of the Central Plains.**  
Bureau of Indian Affairs (Dept. of Interior),  
Washington, D.C.

Pub Date 68  
Note—24p.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
D.C. 20402 (0-291-540, \$0.15).

EDRS Price MF-\$0.25 HC Not Available from  
EDRS.

Descriptors—\*American Indians, Collective Settlements, \*Cultural Background, Educational Practice, \*Geographic Regions, Historical Reviews, History, Illustrations, Land Use, \*Migration Patterns, \*United States History  
Identifiers—Arapahoes, Cheyennes, Comanches, Foxes, Iowas, Kansas, Kickapoo, Kiowas, Missouri, Omahas, Osages, Otoes, Pawnees, Poncas, Potawatomis, Sacs, Santee Sioux, Wichitas, Winnebagoes

A brief history of Indian tribes in the states of Kansas, Nebraska, and Iowa is presented. Discussion centers around individual Indian tribes which are representative of early and modern Indian life in these states. Native tribes, nomadic tribes, and emigrant tribes are considered. A section devoted to Indians in these states today offers an indication of the present condition of the Indian nation in the Central Plains. This section also points out Indian education programs, Indian health programs, and other efforts of the Bureau of Indian Affairs. A description is included of places to go and things to see on Indian reservations in Kansas, Nebraska, and Iowa. (SW)

ED 028 870 RC 003 366

**Indians, Eskimos and Aleuts of Alaska.**  
Bureau of Indian Affairs (Dept. of Interior),  
Washington, D.C.

Pub Date 68  
Note—20p.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
D.C. 20402 (0-315-121, \$0.15).

EDRS Price MF-\$0.25 HC Not Available from  
EDRS.

Descriptors—\*American Indians, \*Cultural Background, Cultural Differences, Cultural Environment, \*Economic Development, Economic Progress, \*Educational Opportunities, Employment Opportunities, Eskimos, Ethnic Groups, Health Programs, \*United States History

Identifiers—\*Alaska, Aleuts, Athapascans, Haidas, Tlingits, Tsimshians  
Brief descriptions of the historical and cultural background of the Eskimo, Aleut, Athapascan, Tlingit, and Haida Indian groups of Alaska are presented. Further information is given concerning the educational, health, employment, and economic opportunities available to the natives today. A list is included of activities and points of interest in various areas of Alaska. (DK)

ED 028 871 RC 003 367

**Indians of the Eastern Seaboard.**  
Bureau of Indian Affairs (Dept. of Interior),  
Washington, D.C.

Pub Date 67  
Note—32p.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
D.C. 20402 (0-276-039, \$0.15).

EDRS Price MF-\$0.25 HC Not Available from  
EDRS.

Descriptors—\*American History, American Indian Culture, \*American Indians, Anthropology, Archaeology, \*Conflict, \*Cultural Interrelationships, Culture, \*Demography, Geographic Distribution, Migration Patterns, Rural Population  
Identifiers—Algonquians, Iroquois, Muskogees, Sioux, Timucuan

A brief history is presented of Indian tribes living along the eastern seaboard of the United States from the time of contact of these tribes with the first European settlers to the present day. Early Indian-white relationships are discussed, as well as relationships established between the various tribes themselves. An historical presentation of early Indian cultures and migration patterns is given on a state-by-state basis for each of 12 states on the Atlantic seaboard. These early histories are then contrasted with modern seaboard tribes. The presentation is concluded with a list of historical and cultural Indian sites. (DA)

ED 028 872 RC 003 368

**Indians of Arizona.**  
Bureau of Indian Affairs (Dept. of Interior),  
Washington, D.C.

Pub Date 68  
Note—28p.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
D.C. 20402 (0-292-749, \$0.15).

EDRS Price MF-\$0.25 HC Not Available from  
EDRS.

Descriptors—\*American Indians, \*Cultural Background, Cultural Differences, Cultural Environment, \*Economic Development, Economic Progress, \*Educational Opportunities, Employment Opportunities, Ethnic Groups, Health Programs, \*United States History

Identifiers—Apaches, \*Arizona, Hopis, Navajos, Papagos, Pimas, Yumas  
Brief descriptions of the historical and cultural background of the Navajo, Apache, Hopi, Pima, Papago, Yuma, Maricopa, Mohave, Cocopah, Havasupai, Hualapai, Yavapai, and Paiute Indian tribes of Arizona are presented. Further information is given concerning the educational, housing, employment, and economic development taking place on the reservations in Arizona today. A list of places of interest is included. (DK)

ED 028 873 24 RC 003 369

**Comparative Values and Achievement of Mexican-American and Anglo Pupils.**

California Univ., Los Angeles. Center for the Study of Evaluation of Instructional Programs.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C. Cooperative Research Program.

Report No.—CSER-37  
Bureau No.—BR-6-1646

Pub Date Feb 69  
Note—109p.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors—\*Academic Achievement, Achievement Rating, \*Anglo Americans, Comparative Analysis, \*Cultural Factors, Culture Conflict, \*Mexican Americans, Motivation, Secondary School Students, Sex Differences, Social Differences, Social Influences, Social Values, \*Values

Value orientations and academic achievement of Mexican American and Anglo public school youth were studied with regard to (1) differences between Mexican American and Anglo values; (2) value differences within the Mexican American pupil subpopulation; and (3) the relationship between value orientations and academic achievement of Mexican American pupils. Data were obtained from a self-administered questionnaire and from official records of scholastic achievement of 2,600 ninth- and twelfth-grade pupils enrolled in the Los Angeles Metropolitan School District. The results indicated that (1) there were substantial differences in some special value orientations between Mexican Americans and Anglo pupils from similar socioeconomic backgrounds; (2) similarities to Anglo value orientations and academic achievement increased with a rise in socioeconomic status of Mexican Americans and from the 9th to 12th grade levels; (3) value orientations of Mexican American pupils in integrated schools were more similar to those of Anglos than Mexican American pupils in other schools; and (4) there were less differences in value orientations between Anglo boys and girls than there were between Mexican American boys and girls, with values of Mexican American boys being more similar to Anglo value orientations than those of Mexican American girls. Several tables are included which summarize the findings. (CM)

ED 028 874 08 RC 003 370

**Sweany, H. Paul**

**The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools. A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.**

Michigan State Univ., East Lansing.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C. Div. of Comprehensive and Vocational Education Research.  
Bureau No.—BR-7-0211  
Pub Date Mar 69

Grant—OEG-3-7-070211-2679

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—\*Curriculum Development, Curriculum Enrichment, Curriculum Evaluation, \*In-service Teacher Education, Instructional Programs, Occupational Aspiration, Occupational Choice, Occupational Information, \*Rural Areas, Rural Urban Differences, \*Small Schools, Vocational Adjustment, Vocational Counseling, \*Vocational Education

Changes in occupational patterns of local rural communities and outmigrating rural youth led to apparent deficiencies in small rural schools' vocational, occupational education programs. This project provided in-service workshops to develop courses and to review and revise the curriculum for various occupational fields. The project resulted in extensive curriculum revision and improvement of the vocational phase of guidance. Project recommendations for future development included: (1) providing in-service education for teachers to aid them in the development of simulated work stations which will improve students' competencies with the essential skills needed for successful job entry; (2) offering a "Survey of Occupations" course at the eighth grade; (3) continuing to up-date occupational information; (4) utilizing community resources to augment instructional staff; (5) continually up-dating and evaluating curriculum; and (7) utilizing a variable class scheduling technique to optimize student learning and occupational requirements. A related document is ED 019 472. (DK)

ED 028 875 RC 003 371

**Walker, Jess And Others**  
**Ohio Conference on Migrant Education.**  
Ohio State Dept. of Education, Columbus.

Pub Date [68]  
Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Educational Equality, \*Educationally Disadvantaged, Financial Support, Language Handicaps, \*Migrant Child Education, Migrant Education, \*Pronunciation Instruction, \*Spanish Speaking, \*Teacher Education

Three papers were presented at a seminar which identified problems in migrant education. Dr. Jess Walker from the Department of Teacher Education at Western Michigan University emphasized the role of the teacher in molding the lives of children and the need for special training for teachers of the disadvantaged. Dr. Mary Harbage, Professor of Education at Wright State University, discussed problems of migrant children, some reasons for the children's failures, and some possible solutions for teaching these children. Dr. Ralph F. Robinett, Director of Bilingual Curriculum Development in Ann Arbor, Michigan, described pronunciation problems of Spanish-speaking migrant children by comparing the Spanish sound system and English sound system. (CM)

ED 028 876 RC 003 372

**Southern School Desegregation, 1966-67. Report.**  
Commission on Civil Rights, Washington, D.C.

Pub Date Jul 67  
Note—171p.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
D.C. 20402 (0-306-315, \$0.55).

EDRS Price MF-\$0.75 HC Not Available from  
EDRS.

Descriptors—\*Civil Rights, Equal Education, Federal Aid, Federal Programs, Guidelines, \*Integration Methods, Investigations, \*Negro Education, Private Schools, \*Rural Schools, School Segregation, \*Southern Schools, Statistical Data

The U.S. Commission on Civil Rights acquired and analyzed information relating to school desegregation in the Southern and border States during the 1966-67 school year. Data were obtained by the Commission primarily from field investigations (mostly in rural school districts) and analysis of the Department of Health, Education, and Welfare's files and operations during the school year. Results of the study showed: that the percentage of Negro children attending desegregated schools in the Southern States in 1966-67 increased substantially over the previous school year; that this progress had been accompanied in many communities by a spirit of acceptance and understanding; that more than 4/5



of the Negro children in the 11 Southern States and more than 9/10 in the 5 Deep South States still attended all-Negro schools; and that very little desegregation of full-time teachers had taken place. The Commission's recommendations showed the need for more accomplishments to secure the constitutional rights of Negro students through strengthening present requirements which the Department of Health, Education, and Welfare has disseminated under Title VI and by improving procedures by which compliance is monitored. (CM)

ED 028 877 RC 003 380

**OEO Programs for Migrant and Seasonal Farm Workers.**

Educational Systems Corp., Washington, D.C.  
Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.  
Pub Date 69  
Note—153p.

EDRS Price MF-\$0.75 HC-\$7.75

Descriptors—American Indians, \*Compensatory Education Programs, Day Care Programs, Economic Disadvantage, Farm Labor Problems, \*Federal Aid, Federal Programs, \*Job Training, Mexican Americans, Migrant Housing, \*Migrant Worker Projects, Migrant Youth, Negroes, Rehabilitation Programs, Retraining, \*Seasonal Laborers, Spanish Speaking.

Identifiers—OEO Programs, \*Office of Economic Opportunity Programs

Programs sponsored by the U.S. Office of Economic Opportunity for unskilled, under-educated migrant and seasonal farm workers are summarized. It is emphasized that these programs have their major thrust in preparing breadwinners for upgraded jobs and in preparing entire farm worker families for adjustment to the way of life that new jobs will bring. Projects outlined emphasize basic literacy skills, pre-vocational training, family rehabilitation, day care, and housing programs. Unique approaches devised by individuals and agencies to meet the problems of rapid job displacement and poverty of the farm worker are briefly described. A summary provides information on funding level, grantee description, areas served, and a brief statement of each project's activities. Listings are by states, cities, and current and past programs. (SW)

ED 028 878 24 RC 003 381

Hagen, John W. Hallahan, Daniel P.

**A Language Training Program for Preschool Migrant Children.**

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1784

Pub Date [68]

Contract—OEC-3-6-061784-0508

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Culturally Disadvantaged, Educationally Disadvantaged, \*English (Second Language), Language Ability, \*Language Development, Language Handicapped, Language Instruction, Language Research, Language Tests, \*Mexican Americans, \*Migrant Child Education, Migrant Youth, \*Program Evaluation, Structural Linguistics

The English Oral Language Lessons were developed by the Foreign Language Innovative Curricula Studies (FLICS) of the University of Michigan. The lessons were designed for preschool children of Mexican American migrant workers with an emphasis on the structure of English sentences rather than on vocabulary. The study was constructed to test the effectiveness of the FLICS lessons. Two experimental groups of 9 subjects each received the FLICS lessons and were compared with a control group of 8 similar children who were in a nursery school program. The results indicated that both experimental groups performed significantly better than the control group and that the FLICS program did benefit the migrant children in terms of their language performance. Also, the study supported the conclusion that a short-term language training program could bring about changes in language performance of culturally disadvantaged children. (DK)

ED 028 879 RC 003 382  
A Program for Five-Year-Old Migrant Children.

Texas Education Agency, Austin.; Texas Univ., Austin.

Pub Date 68

Note—216p.

EDRS Price MF-\$1.00 HC-\$10.90

Descriptors—Art Activities, Bibliographies, \*Cultural Enrichment, Enrichment Programs, \*Kindergarten Children, \*Language Development, \*Learning Theories, Mexican Americans, \*Migrant Child Education, Music Activities, Teacher Aides, Teacher Education

The program designed during the Institute for Kindergarten Teachers and Aides of Migrant Children is presented. Emphasis is placed on the concept that in order to learn anything, young children must have direct sensory experience related to the idea to be learned. It is pointed out that basic to all activities is an understanding of child development and child behavior. Various ideas are given as to learning experiences in which the child can acquire meanings and use the language necessary to express these meanings. Among these experiences for 5-year-olds are a mathematics program, art and music activities, and study topics from the physical environment and cultural world (for example, cocoons, the vineyard, and good grooming). Several suggestions are given concerning sources of content for children's programs through movies and field trips. Included are descriptions of 6 videos made of 22 Mexican American children in classroom situations, and a summary of characteristics of effective teacher aides. Numerous bibliographies are listed throughout the document. (CM)

ED 028 880 RC 003 383

Goodwin, William L., Ed. Cieslak, Paul J., Ed.

**Bucknell Conference on Facilitating the Learning of the Migrant Child. Report of Proceedings (August 19-30, 1968).**

Pub Date 68

Note—166p.

EDRS Price MF-\$0.75 HC-\$8.40

Descriptors—Annotated Bibliographies, Conference Reports, Educational Games, Evaluation Methods, Illustrations, \*Learning Processes, \*Migrant Children, Migrant Education, \*Models, Objectives, Participant Involvement, \*Participant Satisfaction, \*Program Evaluation, Surveys, Teaching Techniques

Activities of a 2-week conference dealing with facilitating the learning of the migrant child are evaluated. A brief historical review is presented to explain the reasons for this conference and a previous conference and cites differences between the 2 conferences. Analyses of performance and attitudes of the participants during the conference and a follow-up of participants' post-conference behaviors are included. Additionally reported are the conference objectives; events and activities; evaluations of activities and participants' performances on cognitive and affective instruments; and recommendations growing out of the 2 conferences. The appendix contains the facilitation of learning model, lists of staff and participants, an extensive annotated bibliography, a lecture presentation, a verbatim transcription of observations of teachers after visiting schools for migrant children, and evaluation instruments. (SW)

ED 028 881 RC 003 386

**Texas Project for the Education of Migrant Children, 1967-68. Evaluation Report.**

Texas Education Agency, Austin.

Pub Date Oct 68

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Bilingual Education, \*Compensatory Education Programs, Educational Innovation, \*Educational Problems, \*Institutes (Training Programs), Interstate Programs, \*Migrant Child Education, Migrant Problems, Migrant Schools, Nongraded System, Preschool Education, \*Program Evaluation, Supplementary Education, Teacher Aides

Identifiers—\*Texas

Impact and effectiveness of the Texas Project for the Education of Migrant Children and other such programs are examined. Solutions to the educational problems which face the migrant student within the operational framework of an ongoing school system are outlined. Two representative innovations in Texas, a nongraded system and bilingual education, are briefly discussed. Evaluative data are included which were obtained by means of opinionnaires and standardized tests,

with teacher-developed tests used less extensively. Methods are presented for coordinating the Texas Project with the Elementary and Secondary Education Act and the National Defense Education Act and for involving parents and the community. A summary is given of staff development via workshops and various institutes for teachers, aides, and administrators. Also included are brief descriptions of the Texas Migrant Interstate Cooperation Project, the Migrant Compensatory Education Project, and the Migrant Preschool Education. (CM)

ED 028 882 RC 003 403

**Dissemination Strategies and Devices, Part Four, Final Report for Phase I, Rural Shared Services.**

Northern Montana Coll., Havre.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 69

Contract—OEC-0-8080583-4532

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Administrative Agencies, Ancillary Services, Cooperative Planning, \*Cooperative Programs, Counseling Services, Exceptional Child Services, Health Services, \*Information Dissemination, Information Sources, Inservice Teacher Education, Library Services, Research Reviews (Publications), Research Utilization, \*Rural Education, \*Shared Services, \*Small Schools

Part Four of a four-part report, designed to identify, synthesize, and evaluate shared services research and development efforts throughout the nation, presents a model to disseminate information concerning shared services information to rural educators. The discussion does not prescribe a "best-fit" model but presents several with an expanded outline of one, incorporating the expertise of the Northwest Regional Educational Laboratory and the cooperative efforts of contiguous states in a regional area. Recommended is the utilization of existing agencies, such as USOE, state departments of education, colleges and universities, and professional organizations. Also included is a discussion of the available dissemination media and their relative effectiveness and cost. Two basic assumptions were deemed appropriate: (1) that motivation for dissemination of information lies primarily with the desire to implement dissemination procedures, not with testing given procedures, and (2) that financial consideration preclude nationwide dissemination. Related documents are RC 003 404, RC 003 405, and RC 003 406. (DK)

ED 028 883 RC 003 404

**Location of Shared Services, Part Three, Final Report for Phase I, Rural Shared Services.**

Northern Montana Coll., Havre.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 69

Contract—OEC-0-8080583-4532

Note—122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—Administrative Agencies, Ancillary Services, Cooperative Planning, \*Cooperative Programs, Counseling Services, Exceptional Child Services, Health Services, Information Dissemination, Information Sources, Inservice Teacher Education, Library Services, \*Project Applications, Research Reviews (Publications), Research Utilization, \*Rural Education, \*Shared Services, \*Small Schools

Part Three of a four-part report, designed to identify, evaluate, and synthesize shared services research and development efforts conducted throughout the nation, identifies 215 sites in 48 states which exhibit potentially significant attempts to improve rural education through some method of sharing services. A brief resume of each of the projects is indexed by state and subject area utilizing ERIC descriptors. Related documents are RC 003 403, RC 003 405, and RC 003 406. (DK)

ED 028 884 RC 003 405

**Annotated Bibliography, Part Two, Final Report for Phase I, Rural Shared Services.**

Northern Montana Coll., Havre.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 69

Contract—OEC-0-8080583-4532

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Administrative Agencies, Ancillary Services, Cooperative Planning, \*Cooperative Programs, Counseling Services, Exceptional Child Services, Health Services, Information Dissemination, Information Sources, Inservice Teacher Education, Library Services, \*Research Reviews (Publications), Research Utilization, \*Rural Education, \*Shared Services, \*Small Schools

Part Two of a four-part report, designed to identify, evaluate, and synthesize shared services research and development efforts conducted throughout the nation, presents an annotated bibliography of 32 books and 36 articles which describe various attempts to improve rural education. The 68 publications dating from 1958 to 1968 were selected by a panel of experts on rural education, who evaluated the objectivity, accuracy, and relevance of these publications from more than 200 books and articles identified during Phase I of the Rural Shared Services Project. Related documents are RC 003 403, RC 003 404, and RC 003 406. (DK)

ED 028 885

RC 003 406

Project Report, Part One, Final Report for Phase I, Rural Shared Services.

Northern Montana Coll., Havre; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 69

Contract—OEC-0-8080583-4532

Note—133p.

EDRS Price MF-\$0.75 HC-\$6.75

Descriptors—Administrative Agencies, Ancillary Services, Cooperative Planning, \*Cooperative Programs, Counseling Services, Exceptional Child Services, Health Services, \*Information Dissemination, Information Sources, Inservice Teacher Education, Library Services, \*Research Reviews (Publications), Research Utilization, Rural Education, \*Shared Services, \*Small Schools

In an attempt to identify, synthesize, and evaluate shared services research and development efforts conducted throughout the nation, and bring those results together in a single report, Part One of a four-part report defines rural shared services and the organizational patterns under which shared service activity exists, describes the activities which focus on the needs of pupils and teachers, outlines activities which facilitate the educational program, and assesses the effects of sharing services. The report concludes that: (1) shared services have improved measurable human behavior in those studies which were controlled and subjected to effectiveness measurement; (2) of the 215 projects studied, each can now demonstrate expanded educational services; (3) cooperative purchasing and sharing services can provide materials and services at a lower per capita cost; (4) shared services can demonstrate an improvement in the quality of education within schools with no loss of autonomy by the local district; (5) shared service activity has little effect on whether districts do or do not reorganize; and (6) there is a recognized need for a more highly developed channel of communication among rural educators. Related documents are RC 003 403, RC 003 404, and RC 003 405. (DK)

ED 028 886

RC 003 410

Ruesink, David C. Batson, T. Bruce

Bibliography Relating to Agricultural Labor.

Texas A and M Univ., College Station. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C. Federal Extension Service.

Report No.—DIR-69-1; USDA-CSRS-1716

Pub Date Mar 69

Note—96p.

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors—\*Agricultural Laborers, \*Bibliographies, Booklists, Conference Reports, Doctoral Theses, Farm Labor, \*Farm Management, Government Publications, Mexican Americans, Migrant Employment, \*Migrant Workers, Periodicals, Reference Materials, \*Rural Economics, Rural Farm Residents, Wages

Over 1,000 bibliographies, books, dissertations, proceedings, bulletins, unpublished materials, United States Government documents, and periodicals are listed. In general material from only the last 5 years is included, unless specific literature pertaining to a particular topic was deemed important enough to be utilized. Though emphasis is on agricultural labor, many publications on migrant labor, wages and employment, agriculture and small business, and farm economics are included. Some of the materials are available from the Department of Agricultural Economics and Sociology, Texas A & M University. Categorical designations are placed after citations to serve as rough guides to facilitate the location of material. The entries are cross-referenced under such categories as foreign, general, government, management, migrant, miscellaneous, mobility, outlook, productivity, seasonal, substitution, supply, unemployment, union, and wages. (SW)

ED 028 887

RC 003 411

Employment Problems of Mexican Americans and Indians. Recommendations and Observations Made at the Southwest Employer Conference on Mexican American and Indian Employment Problems (Albuquerque, New Mexico, July 10-12, 1968).

Spons Agency—Interagency Committee on Mexican American Affairs, Washington, D.C.; National Citizen's Committee for Community Relations, Washington, D.C.; Plans for Progress, Washington, D.C.

Pub Date 10 Jul 68

Note—136p.

EDRS Price MF-\$0.75 HC-\$6.90

Descriptors—\*American Indians, Employment Opportunities, \*Employment Potential, \*Employment Problems, Job Market, \*Mexican Americans, Minority Groups, \*Occupational Information, Vocational Interests, Work Attitudes

The conference brought together 250 industrialists and management officials, representatives of state, local, and Federal government agencies, and leaders of the Mexican American and Indian communities. The purpose of the conference was to explore and outline attempts at a solution to discrimination and under utilization of talent, as well as discuss how to put disadvantaged members of the 2 largest minorities in the Southwestern States into productive employment. Excerpts from more than a dozen individual addresses and highlights of 15 panel discussion sessions were included in the conference report. Topics discussed during the conference included: (1) Creating New Plants in New Places; (2) Sources of Funds for Training Programs; (3) Developing Union-Industry Cooperation on Minority Problems; (4) Bringing Vocational Education into Line with Industry's Needs; (5) Industry's Stake in Improving Local Education; and (6) Communicating with the Barrio and the Reservation: The Myth and the Reality. (EV)

ED 028 888

88

RC 003 413

Buser, Robert L. Humm, William L.

Problems of Non-Urban Education: A Bibliography.

Montgomery County Schools, King of Prussia, Pa. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 69

Note—5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—\*Bibliographies, Dropouts, \*Educational Problems, Inservice Education, Minority Groups, \*Rural Education, \*Rural Schools, \*Small Schools

Fifty-six articles and reports dating from September 1963 to May 1968 pertain to various factors and problems related to rural education and small schools. These factors include comparison of rural schools, educational and occupational plans and attainments of rural youth, dropouts, problems of minority groups, educational innovations, and inservice education of faculty members. (CM)

ED 028 889

RC 003 418

MacArthur, R.S.

Educational Potential of Northern Canadian Native Pupils.

Pub Date Aug 68

Note—13p; Paper presented at Alaskan Science Conference, American Association for the Advancement of Science (19th, Whitehorse, Canada, August, 1968).

vancement of Science (19th, Whitehorse, Canada, August, 1968).

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—\*Academic Ability, American Indians, \*Caucasians, \*Cognitive Ability, Cultural Differences, Educational Interest, Educationally Disadvantaged, \*Eskimos, \*Social Influences

Identifiers—Canada, Metis

Evidence presented in this paper indicates the existence of both general intellectual potential and differential abilities of Eskimo and Indian-Metis pupils in contrast to White classmates. A factor analytic technique is described which was used to treat data obtained from a sample of more than 1,800 students. One conclusion of the study is that a large proportion of Canadian native pupils of early school age have the general intellectual potential necessary to participate fully in the larger Canadian community. It is also suggested that nonverbal stimuli be used more often as a media of instruction when working with native Canadian pupils. Six psychosocial influences likely to affect development of cognitive abilities in different cultures are identified and discussed: (1) achievement motivation; (2) immediate versus delayed gratification orientation; (3) initiative and curiosity behavior; (4) conceptual stimuli experience; (5) language; and (6) health and nutrition factors. (EV)

ED 028 890

RC 003 419

Urban and Rural America: Policies for Future Growth. A Commission Report.

Advisory Commission on Intergovernmental Relations, Washington, D.C.

Spons Agency—Department of Agriculture, Washington, D.C.; Economic Development Administration (Dept. of Commerce), Washington, D.C.

Report No.—ACIR-A-32

Pub Date Apr 68

Note—203p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (860-530, \$1.25); Advisory Comm. on Intergovernmental Relations, Wash., D.C. 20575 (1 copy free).

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—\*City Planning, \*City Problems, Community Problems, Economic Disadvantage, Ghettoes, Land Use, \*Migration Patterns, Negro Population Trends, \*Planned Community, Rural Resettlement, \*Rural Urban Differences, Urban Areas, Urban Immigration

Metropolitan areas, as a group, have had the greatest increase in population from 1960 to 1965. One of the major factors of growth has been the in-migration of people from rural parts of the country. One problem created by the influx of people into the cities has been the growth of the ghetto. Conditions of the ghetto, such as overcrowding and poor sanitation facilities, are a contributing factor to riots, although not the primary cause. The Negro population, which accounts for most of the ghettos, has also increased in the urban areas from 12% in 1950 to 20% in 1965. A solution to the plight of the city is the idea of "new communities." These communities would have a pre-determined population figure and would make land available for industry or would be accessible to industry. Another solution would be the overhaul of land use regulations and a more effective system to control and guide developers. In conclusion, a national policy to deal with urban growth would be desirable in order to provide the cities with a framework in which to work more effectively in solving their growth problems. (RH)

ED 028 891

32

RC 003 420

McGowan, Jr., Dewey

Evaluation of Connecticut School Programs for Migrant Children, Title I 89-750, Fiscal Year 1968.

Connecticut State Dept. of Education, Hartford. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [69]

Note—125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—Achievement Tests, Administrative Personnel, Ancillary Services, \*Changing Attitudes, \*Diagnostic Tests, Diets, \*Migrant Child Education, Nutrition, \*Parent Participation, Puerto Ricans, State Departments of Education, \*Summer Programs, Visual Stimuli

Identifiers—Connecticut



The Connecticut School program for migrant children which was conducted during the summer of 1968 implemented several innovative projects. Among these were dietary aides, visual stimulation for oral development, and parental participation. Ancillary services were also provided by the program; it was found that a large number of children, mostly Puerto Rican, had a hypertrophied tonsil condition possibly associated with malnutrition. Some of the objective measurements used by the program were wide range achievement tests, reading skills diagnostic tests, arithmetic diagnostic tests, and teacher development tests. Various problems were encountered by the program, the major ones being funding and the shortage of qualified administrators. The Connecticut Department of Education concluded that: (1) basic skills in the children improved very little, but attitudes about going to school were changed; (2) there was more awareness by parents of their child's interest in school; (3) there was improvement in social, hygienic, and nutritional practices by the children; and (4) structured programs often did not meet the needs of the migrant child. (RH)

ED 028 892

RE 001 647

Adams, Effie Kaye

Reading Interests of Unrwa Students in Lebanon.

Pub Date Dec 68

Note—16p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-8, 1968.

Available from—1968 National Reading Conference Yearbook.

Document Not Available from EDRS.

Descriptors—\*Arabic, \*Attitudes, \*Books, Cultural Factors, Foreign Culture, \*Political Influences, \*Reading Interests

A reading attitude and interest inventory consisting of 10 questions was administered to more than 300 male students in preparatory classes in two schools at Saida, Lebanon, and in the Sibilin Teacher Training Institute nearby. The students were refugees from Palestine who were offered free schooling through the United Nations Relief and Works Agency. Questions included the following: Do you enjoy reading? How much time do you spend in free reading? What titles have you recently read? The preparatory students preferred political and religious nonfiction and fiction stories with a moral, while teacher trainees preferred politics, history, and romance. All of the preparatory students and all but 10 of the teacher trainees liked to read and own books, although in many cases books were left in their former homes. Little access to library services was available. Implication s about the relationships of these responses to the political and social conditions of this group are drawn. Tables and references are included. (CM)

ED 028 893

RE 001 694

An Inventory of Reading Attitude. Improving Reading Instruction, Monograph 4.

San Diego County Dept. of Education, Calif.

Pub Date Nov 61

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*Attitude Tests, Classroom Research, \*Elementary School Students, Group Counseling, Individual Counseling, Inservice Teacher Education, Parent Conferences, \*Reading, \*Reading Interests, \*Reading Tests, Student Attitudes

The San Diego County Inventory of Reading Attitude was developed as part of a reading study project in 1959-60 comparing three approaches to reading instruction. The 114 items on the original instrument were item analyzed, and the 25 most discriminating items are included in the revised form. Data for standardization are presented for 381 primary-grade students and for 376 intermediate-grade students in San Diego, California. Tables report the norms as expressed in stanines. Teacher judgment of reading attitudes of the three students with poorest reading attitudes and the three students with best reading attitudes in each classroom are compared with inventory scores. The difference between the two groups was found to be significant well beyond the 1 percent level of confidence when independent teacher judgment of reading attitude was used as the validity criterion. Uses of the inventory discussed include group counseling, individual counseling, classroom research, inservice education, and parental conferencing. A copy of the inventory and an answer key are included. (CM)

ED 028 894

RE 001 696

Communication Skills Center Project; Detroit, Michigan. It Works.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education; Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Report No.—OE-37039

Pub Date [69]

Note—17p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-37039, \$.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Compensatory Education Programs, \*Educationally Disadvantaged, Elementary Education, Negro Students, Reading Achievement, \*Reading Centers, Reading Clinics, \*Remedial Reading Programs, Secondary Education, \*Skill Centers

The Communication Skills Center Project (CSC) in Detroit, Michigan, a Title I project, provided remedial reading services to 2,845 educationally disadvantaged children (80 to 85 percent Negro) in grades 2 through 12 during 1966-67. The facilities included six communication skills centers, three serving elementary and junior high school students and three serving high school students; one reading development center, including a diagnostic reading clinic and a methods and materials development laboratory; and 14 supplementary CSC classrooms. The measurement of reading achievement gains was based on pretest and post-test results using various appropriate levels of the California Reading Test and the Stanford Reading Test. Social-psychological adjustment was also evaluated. Students were organized into very low, low, and normal categories according to aptitude test scores. The findings indicated that, in general, at all school levels pupils of low and very low scholastic aptitude made significant gains in reading achievement to justify their selection. Greater rates of comprehension gain than would be expected of normal achieving pupils were noted for all three aptitude levels for all age groups except for the very low aptitude elementary subgroup. References are indicated. (CM)

ED 028 895

RE 001 697

Elementary Reading Centers; Milwaukee, Wisconsin. It Works.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education; Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Report No.—OE-37031

Pub Date [69]

Note—13p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-37031, \$.20)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Disadvantaged Youth, Evaluation, \*Intermediate Grades, Methodology, \*Reading Centers, Reading Materials, \*Remedial Reading

In 15 Milwaukee, Wisconsin, reading centers disadvantaged children from grades 4 through 8 received remedial reading instruction and wide reading opportunities through small group instruction. Students remained in the program for varying periods, ranging from a few weeks to 7 months. A diagnostic approach was used to identify the specific needs of each pupil. Activities, materials, and equipment used to meet these needs are listed. Evaluation consisted of administering the California Reading Test (silent reading) and the Wide Range Achievement Test (oral reading). The educational and experiential backgrounds and the responsibilities of the personnel involved in the program are presented. Additional evaluation indexes, modifications and suggestions, and budgetary information are included. References are noted. (RT)

ED 028 896

RE 001 698

Homework Helper Program, New York City. It Works.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education; Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

HEW), Washington, D.C. Div. of Compensatory Education.

Report No.—OE-37025

Pub Date [69]

Note—22p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-37025, \$.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*After School Tutoring, \*Compensatory Education Programs, \*Elementary Education, Homework, Low Income Groups, Master Teachers, Minority Groups, Reading, \*Study Centers

An after-school tutorial program in which high school students assisted failing elementary school children with reading and homework 2-4 hours a week is described. The children, grades 3-6, were from low-income families, many from minority groups, and were taught in nine centers staffed by a master teacher and several tutors. The program began in February 1963 and operated in summer as well as during the school year until 1967. Evaluation of the 1963-64 school year compared 410 pupils with 185 control pupils on the basis of scores on the New York Tests of Growth in Reading, Level C, Form 1. Those pupils who were tutored 4 hours a week made significant gains over the control group, but the complete experimental group did not differ significantly from the control group. The 240 tutors, tested with alternate forms of the Advanced Level of the Iowa Silent Reading Tests, averaged 3-4 years of reading achievement gain. Analyses of classroom grades, pupil attitudes, tutorial academic averages, and tutorial attitudes were not conclusive. Total cost of the program for the 1963-64 school year was \$151,700. (MD)

ED 028 897

RE 001 699

Intensive Reading Instructional Teams, Hartford, Connecticut. It Works.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education; Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Report No.—OE-37038

Pub Date [69]

Note—18p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-37038, \$.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Disadvantaged Youth, \*Elementary Grades, Individual Reading, Phonics, Reading Comprehension, \*Reading Improvement, Reading Skills, Teacher Developed Materials, Vocabulary

Inner-city Hartford, Connecticut, children reading below grade level but having potential for growth in reading were given a 10-week comprehensive program of reading instruction conducted by three Intensive Reading Instructional Teams (IRITs). Groups of 15 pupils attended the half-day sessions, moving from teacher to teacher at 1-hour intervals and receiving instruction in three areas: (1) phonics and word attack skills, (2) basal reading program, stressing vocabulary and comprehension, and (3) individualized reading. Part of the children's work included writing stories and poems. These, along with teacher-made exercises, have been collected into booklet form by the Hartford Schools for use by other teachers. In the 3 years of the program, children from grades 3 to 6 have been included. The 1967-68 group contained 500 children, mostly from grades 4 and 5. Pretesting and post-testing, using various forms of the California Reading Achievement Test, showed significant gains in vocabulary, comprehension, and total reading achievement. Studies of measured intelligence, using Lorge-Thordike Intelligence Tests, showed no significant gains. Followup studies, 7 months into the school year following IRIT, showed that reading scores were being maintained or improved upon in a regular classroom setting. References are included. (MD)

ED 028 898

RE 001 700

Junior High Summer Institutes, New York City. It Works.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education; Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

HEW), Washington, D.C. Div. of Compensatory Education.

Report No.—OE-37026

Pub Date [69]

Note—19p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-37026, \$25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Compensatory Education Programs, Guidance Personnel, \*Junior High Schools, Library Services, Reading Skills, Remedial Mathematics, \*Remedial Programs, School Personnel, \*Summer Institutes, Teacher Aides

A summer program designed for sixth, seventh, and eighth graders recommended as needing remediation or repetition met for three consecutive 90-minute sessions daily for 50 weeks. Regular school personnel staffed the 11 New York City schools designated as Summer Institutes and were assisted by guidance counselors and educational aides. Small classes and special services, including library services, were provided. Pretesting and post-testing were done with alternate forms of the Metropolitan Achievement Battery. For reading instruction students were grouped into basic and intensive reading programs according to pretest reading levels. They worked within a tightly structured curriculum emphasizing reading skills and mechanics. Emphasis in mathematics classes was on repetition of grades failed, with students grouped according to the grade they failed. Other subjects taught were English, foreign languages, sciences, and social studies. Some Institutes also offered subjects of a vocational nature. Results of a 1967 evaluation of six of the schools showed an average gain in reading of .3 year and an average gain in mathematics of .5 year. Attitudes and opinions of both staff and students concerning the program were favorable. References are included. (MD)

ED 028 899 RE 001 701  
Programmed Tutorial Reading Project, Indianapolis, Indiana. It Works.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education; Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Report No.—OE-37029

Pub Date [69]

Note—15p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-37029, \$20)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Compensatory Education Programs, \*Disadvantaged Youth, \*Grade 1, Individual Instruction, Nonprofessional Personnel, \*Programmed Tutoring, Reading, \*Remedial Programs, Volunteers

First-grade Negroes and Caucasians from deteriorated city-center areas were tutored in reading by paraprofessional tutors whose behavior was tightly programed. The project was developed through several years of experimentation by Indiana University before being initiated in the Indianapolis Schools in 1965. Children were given 15-minute sessions with individual tutors during which they were asked to perform certain reading tasks. Tutors, referring to a master list of tasks and responses, indicated the correctness or incorrectness of the children's responses with short statements. Although the project has continued through 1968, the best evaluation of the program was made in 1965. It compared programed tutoring once a day for 15 minutes with programed tutoring twice a day and with one and two daily sessions of a more traditional directed tutoring. Of these, only programed tutoring twice a day was statistically superior to its control. References are included. (MD)

ED 028 900 RE 001 702  
School and Home Program, Flint, Michigan.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education; Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Report No.—OE-37023

Pub Date [69]

Note—18p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-37023, \$25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Disadvantaged Youth, Elementary School Students, \*Experimental Programs, Low Income Groups, \*Negro Youth, Reading, \*School Community Programs, Underachievers

An experimental program in Flint, Michigan, was designed to raise the academic level of underachieving children by involving their parents in the daily reading exercises and study habits of their children. Children were given materials including booklets made from old basal readers and file boxes for word cards. Parents were given instruction in helping children use these materials and suggestions for preparing children for school. Reading aloud to children was encouraged. The children involved in the program were Negro, primarily from low-income families where the parents had only limited educational backgrounds. Two elementary schools participated during 1961-62, with a total of 1,100 children in grades K-6. The Gates Reading Tests were used as pretests and post-tests to measure the effectiveness of the program and to compare children in it with a control group made up of children in another elementary school. Greater gains in vocabulary than in comprehension were noted in all groups, with children in the two experimental groups showing significantly greater gains than those in the control group. Parents who were surveyed regarding the program were enthusiastic about their own involvement and about their children's progress. References are included. (MD)

ED 028 901 RE 001 703  
Bormuth, John R.

The Effectiveness of Current Procedures for Teaching Reading Comprehension.

Pub Date 30 Nov 68

Note—15p., Paper presented at National Council of Teachers of English meeting, Milwaukee, Wisc., Nov. 30, 1968

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—\*Cloze Procedure, \*Content Reading, Elementary Grades, \*Readability, \*Reading Comprehension, Reading Materials, Secondary Grades, Sentence Structure, \*Syntax

Procedures and findings of three reading comprehension studies are reported. The first study compared cloze readability test scores for 130 pairs of students (grade 3 through college) with scores indicating the information gained from reading. Students gained little or no information when they could not answer more than 25 percent of the cloze test items, but when they could answer as many as 35 percent, they were able to gain approximately as much information as students with greater reading ability. The second study determined the reading achievement grade placement scores of students who could answer 35 percent of the items on cloze readability tests made from subject matter area materials used at various school levels. The mean grade level at which students could read 35 percent of the items was 7.6 for primary-grade materials, 8.6 for intermediate, 9.4 for junior high school, and 10.4 for high school. The third study tested 240 students' understanding of simple factual information signaled by structures commonly found in written language. Almost one-fourth of the children were unable to comprehend one-half of the easiest sets of structures tested, and only 58 percent could use between-sentence syntax to comprehend. Tables and references are included. (CM)

ED 028 902 RE 001 704  
Bormuth, John R. And Others

Children's Comprehension of Between and Within Sentence Syntactic Structures.

Pub Date Feb 69

Note—15p.; Paper presented at American Educational Research Association conference, Los Angeles, Feb. 5-8, 1969

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—\*Grade 4, Questioning Techniques, \*Reading Comprehension, \*Sentence Structure, \*Syntax

Three broad categories of comprehension skills (sentence, anaphora, and intersentence syntax) were divided into a total of 55 separate skills. Two different sentences or sentence pairs were written to incorporate each of the structures stu-

died, and a four- or five-sentence paragraph was then written to incorporate each of these. Four question types (rote, transform, semantic substitute, and compound) were used to test comprehension of the structures; therefore, four test forms using these different question types were made for each paragraph. The subjects, fourth graders from an inner city, a suburban, and a rural school, were randomly divided so that 60 students responded to each question. The mean percentage of the students correctly answering the sentence comprehension questions was 73 percent; the anaphora comprehension questions, 77 percent; and the intersentence questions, 58 percent. The structures identified seemed to represent homogenous classes of behavior since the variation between questions measuring different skills was significantly greater than the variation between items measuring the same skill. The fact that the structures and question types differed significantly in difficulty was also taken as evidence that many of these skills may be hierarchically related. Tables and references are included. (CM)

ED 028 903 RE 001 705

Box, Gloria Cady, Dorothy

Remedial Teaching of Reading in Selected Junior Secondary Schools in Jamaica: An Action Research Study.

West Indies Univ., Mona, Kingston, Jamaica.

Pub Date Sep 68

Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—Diagnostic Teaching, \*Grade 7, In-service Education, Reading Skills, Reading Tests, \*Remedial Reading, Teacher Seminars

Misconceptions regarding the reading abilities of Kingston, Jamaica, junior high school students are discussed. Preliminary planning procedures, details of the operational plan for the project classes, and a description of diagnostic studies, methods, and materials used are presented. Particular problems encountered; summaries of results and conclusions; and recommendations for classroom organization, for methods of teaching reading to junior high school students, and for materials are included. The problem of reading retardation in Jamaica is seen as caused primarily by the lack of teachers trained to teach reading at all levels. Charts and tables are included. (RT)

ED 028 904 RE 001 706

Chall, Jeanne

Research in Linguistics and Reading Instruction: Implications for Further Research and Practice.

Pub Date Apr 68

Note—23p.; Paper presented at International Reading Association conference, Boston, Apr. 24-27, 1968

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Applied Linguistics, \*Beginning Reading, Context Clues, Descriptive Linguistics, \*Language Research, Negro Dialects, \*Reading Research, \*Structural Linguistics, \*Syntax, Word Recognition

Various trends in linguistics research as they are currently applied to reading instruction are described. The rationale of both Bloomfield and Fries stressing the alphabetic principle of sound-letter correspondence is evaluated, and research comparing the effectiveness of applying this principle with other approaches to beginning reading is presented. The studies of Chomsky and Halle stressing a deeper phonological explanation for the relationships between the sounds and spelling of English suggest that the traditional spelling of a word can give, in addition to the sound of a word, syntactic and semantic clues. Several studies analyze oral reading errors of beginning readers at various linguistic levels, including morphological structure, syntactic acceptability, and semantic appropriateness in the sentence and the entire passage. Generally, very high use of context is found. Biemiller notes three phases of errors in which first graders moved in a fairly regular progression from heavy reliance on context, to nonresponse strategy, to greater flexibility in word identification strategies. Labov's studies of Negro speech are summarized, and implications for adjusting reading instruction are pointed out. The influence of linguistics research on college and adult reading is also discussed briefly. A bibliography is included. (CM)



## ED 028 905 RE 001 707

Courtney, Brother Leonard, Ed.  
The Use of Theoretical Models in Reading.  
Highlights of the 1965 Pre-Convention Insults.

International Reading Association, Newark, Delaware.

Pub Date May 65

Note—135p.

Available from—International Reading Association, 6 Tyne Ave., Newark, Delaware 19711 (\$1.00 to members, \$1.25 to nonmembers)

Document Not Available from EDRS.

Descriptors—\*Learning Theories, \*Models, Motivation, \*Reading, Reading Research, \*Scientific Methodology, \*Theories, Vocabulary

Identifiers—General Open Systems Theory, Integrated Functional Learning Theory, Substrata Factor Theory

Three papers are presented, and each is followed by two reactions. The first paper presents methods of dealing with questions about the conduct of scientific theorizing. The theory-models approach is explained as a mode for conducting part of the theory construction tasks required in the complete act of scientific inquiry. In the second paper a summary of research on reading acquisition is presented to demonstrate the importance of integrated-functional learning theory in dealing with human behavior. The third paper presents fundamental postulates common to the General Open Systems Theory and the Substrata-Factor Theory. Hierarchical working systems are noted for content areas. The sequential proration technique is seen as possibly providing a basis for determining the extent of a particular subsystem's impact on the suprasystem. Diagrams and references are included. (RT)

## ED 028 906 RE 001 708

Covell, Harold  
The New Look in Secondary School Reading Programs.

Pub Date Nov 68

Note—15p.; Paper presented at National Council of Teachers of English meeting, Milwaukee, Nov. 25-30, 1968

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Content Reading, Critical Reading, \*Educational Trends, \*High School Curriculum, Individualized Reading, Linguistics, Literature, Mass Media, \*Reading Instruction, \*Secondary Education

The new look in education has changed from the old quantity concept of textbook orientation to a quality concept of individual education. Applied to secondary school reading programs, this new look has nine facets. (1) Growth in reading must be a lifelong process facilitated by carefully planned teaching at all grade levels. (2) Reading is now, and must continue to be, accepted as one of the language arts and be written as such in curriculum building. (3) The structure of reading instruction, its scope and sequence, must be founded on an understanding of the nature of the symbolic process and the linguistic principles of our language. (4) Attention must be given to the adjustment of reading instruction to individual differences. (5) Teachers must accept a special responsibility for developing critical reading and thinking. (6) Reading material as part of the mass media must be considered an indispensable adjunct to the other mass media. (7) Reading programs based on student needs should place heavy emphasis on literature. (8) The reading program at the secondary level should be a balanced one. (9) The basic reading period and the selections used for basic reading must assume even greater importance in the new look in reading programs than they did in the past. References are listed. (MD)

## ED 028 907 RE 001 710

Goudes, Charles E.  
A Comparison of Children's Reading Performance Under Directed and Non-Directed Conditions.

Pub Date Apr 68

Note—5p.; Paper presented at International Reading Association conference, Boston, Mass., Apr. 24-27, 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—\*Grade 4, \*Instructional Design, Interpretive Reading, Reading Achievement, \*Reading Comprehension, \*Reading Instruction

Children's reading performances under directed and nondirected conditions were compared in the case of 300 fourth-grade suburban students. Subjects were divided into high, middle, and low achievement groups of 100 each, and each group was subdivided into experimental and control groups. The directed conditions experimental group read the questions to be answered before reading the selection, and the nondirected reading control group had the regular format of the reading comprehension test in which the questions followed the paragraph. The Bond, Balow, Hoyt New Developmental Reading Test-Intermediate Level was used. On the Reading for Information subtest the nondirected control group scored significantly better than did the experimental group; however, that difference was only 3 months on a grade equivalent basis. This was true for all achievement groups. On the Reading for Appreciation subtest there were no significant differences between the experimental and control groups on either of the subtests used, but there were significant differences between the achievement groups of both subtests. It is suggested that further research be done on the efficacy of prior questions to direct pupils' reading for comprehension. (CM)

## ED 028 908 RE 001 711

Kaufman, Maurice  
Sullivan Programmed Reading at Burgess Elementary School, Sturbridge, Massachusetts.

Massachusetts State Dept. of Education, Boston.

Pub Date 68

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—\*Basic Reading, \*Beginning Reading, Grade 1, Grade 2, \*Programed Instruction, Programed Materials, \*Reading Instruction, Reading Research

One class of first graders used Sullivan's Programmed Reading for the 1966 school year and continued in the program through the second grade. The first-grade teacher used the program again with her 1967 class. An evaluation was conducted of the use of programed reading for these two groups as compared with the use of Scott, Foresman's basal readers for other first- and second-grade classes in the same school. The structure and rationale of programed reading are described, as well as its introduction and execution in this school. To obtain data for evaluation school personnel were interviewed, test data were tabulated, and children were interviewed and informally tested. The data were not analyzed by means of statistical tests. The advantages of programed reading over the basal reader included greater independence in individual work, a wider range of materials in use, and greater quality and quantity of written work. Suggestions for correcting the limitations observed in programed reading included providing more oral reading activities, substituting small-group skill practice for whole-class skill teaching, and providing closer supervision to assure growth in word recognition and comprehension. Appended are a review of programed reading from the Harvard Office of Programed Instruction, reviews of related research, tables of pupil data, and references. (CM)

## ED 028 909 RE 001 713

Kling, Martin  
Power of Reading Through Interfacilitation and the Content Areas.

Pub Date 66

Note—10p.

Available from—Fifteenth Yearbook of the National Reading Conference, 1966, New Frontiers in College - Adult Reading

Document Not Available from EDRS.

Descriptors—College Curriculum, \*Content Reading, English Literature, \*Historical Reviews, \*Models, Reading Comprehension, \*Reading Research, Research Opportunities, \*Research Reviews (Publications)

Identifiers—Substrata Factor Theory

Four stages of development emerging from a review of the history and the research in the content areas are noted: (1) 300 years with little change in the basis for selecting the curriculum content, (2) a call for research during World War I, (3) study groups airing ideas about subject-matter organization in the 1920's and 1930's, and (4) the beginning of empirical studies in the 1940's. Holmes Substrata-Factor Theory emphasizing the dynamics of the cognitive process is viewed as the fifth stage of develop-

ment. Key theoretical concepts from the theory as they apply to the content areas are developed. Findings stimulated by the theory are reported and illustrated by two schematic diagrams of the subfactors involved in Power in Reading and English Literature. Implications for further research and teaching are listed, and references are included. (RT)

## ED 028 910 24 RE 001 714

Klosterman, Sister Laurietta  
The Effectiveness of a Diagnostically Structured Reading Program for Fourth Grade Pupils Using Students Majoring in Elementary Education as Tutors.

Dayton Univ., Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-E-127

Pub Date Sep 68

Grant—OEG-0-8-00127-0212-010

Note—127p.

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—Diagnostic Teaching, \*Grade 4, Preservice Education, Reading Achievement, Reading Comprehension, \*Reading Instruction, \*Reading Research, \*Tutorial Programs, Vocabulary

During a 6-month period, 90 fourth-grade pupils were tutored in reading by elementary education majors as part of their regular classroom instruction. Work was done individually or in small groups 4 days weekly for 0 hour per tutoring session, and all materials used were on each child's instructional reading level. A control group of 90 pupils received the regular classroom instruction only. The study concluded through one-way analysis of variance that tutoring significantly increased the gains in vocabulary, comprehension, and total reading achievement for the combined tutored groups. Individualized tutoring proved more effective than small group tutoring. The program was also considered valuable for teacher education. Weekly progress reports, views of tutoring, samples of diagnostic and evaluative reports, and materials used for tutoring are presented in appendices. References are included. (RT)

## ED 028 911 RE 001 715

Lerner, Janet W.  
Dyslexia or Reading Disability: A Thorne By Any Name.

Pub Date Mar 69

Note—12p.; Paper presented at Association for Children with Learning Disabilities, Fort Worth, March 6-8, 1969

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Developmental Reading, \*Dyslexia, \*Educational Research, Historical Reviews, \*Medical Evaluation, Neurological Defects, Reading Difficulty

Through a review of the literature, diverse definitions of the term "dyslexia" are presented, and the historical development of the term is looked at. Two independent strands of thought—developmental-medical and educational—are revealed. Medical studies have sought for a common behavior pattern of all dyslexic children and for clear-cut evidence of neurological etiology. Conclusive evidence from both a statistical and pathological standpoint is still lacking. Educators tend to reject the theory of neurological dysfunction as a sole cause for reading failure. In contrast, they emphasize the developmental sequence of reading skills and search for the child's break on the developmental reading pattern. They see the diagnosis of dyslexia as lacking operationality in that it does not lead to appropriate teaching strategies. The medically oriented clinician is likely to focus on the disabled child and emphasize individual treatment, while the educator is likely to devote a portion of his time to the developmental reading program of the entire school in seeking preventative measures. The study concludes that a need exists for a pooling of thought and research from both the educational and medical professions. A bibliography is included. (RT)

## ED 028 912 RE 001 717

McKenna, Eleanor  
Utilization of Para-Professional Personnel in Corrective Reading.

Hammond School City, Ind.

Pub Date Jan 69

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—\*Corrective Reading, Experimental Programs, \*Middle Schools, Parent Participation, Reading Instruction, \*Teacher Aides, Training Techniques

A middle school corrective reading program utilizing paraprofessionals is described. From more than 100 applications, 24 individuals were selected to participate in the paraprofessional training program which considered the following areas of instruction: psychology, rapport, ethics, audiovisual aids, motivation, sequential reading skills, and practical experience. It lasted 6 weeks and was supplemented by weekly 2-hour inservice training programs throughout the school year. Five middle schools in Hammond, Indiana, were selected to participate in the experimental Title III/ESEA project. Each school was assigned four paraprofessionals who provided corrective reading instruction and content area tutoring to 40 pupils—10 per paraprofessional. One director and three reading specialists performed diagnostic and supervisory functions. Pupils participating in the experimental and control groups were selected from those pupils referred by the classroom teacher for corrective reading aid. Parental involvement was encouraged through meetings and individual conferences. No conclusions regarding the worth of the project could be made, although most administrators, teachers, and parents were favorable toward it. (RT)

ED 028 913

RE 001 718

Ohnmacht, Dorothy C.  
The Effects of Letter Knowledge on Achievement in Reading in the First Grade.

Pub Date 7 Feb 69

Note—14p. Paper presented at American Educational Research Association conference, Los Angeles, Feb. 5-8, 1969

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—\*Beginning Reading, \*Grade 1, Intelligence Level, \*Phonics, Reading Comprehension, \*Reading Instruction, Reading Readiness, \*Sight Method, Word Recognition

Two hundred and eight first graders were assigned to one of three treatment groups. Treatment A received initial instruction in letter names followed by sight words; treatment B received initial instruction in letter names and sounds followed by sight words, and treatment C received initial instruction in sight words followed by letter names and sounds. The time spent and the materials used in reading instruction outside the experimental situation were held constant for all three treatment groups. Pretesting measures included the Murphy-Durrell Reading Readiness Analysis, subtests of the Metropolitan Readiness Test, and the Lorge-Thordike Intelligence Tests, Level I, Form B, Primary. Post-testing after 18 weeks included the word knowledge, word discrimination, and reading subtests of the Metropolitan Achievement Test, Form C, Primary I Battery. Statistically significant differences favored treatment group B over both treatments A and C in word knowledge and word discrimination. Differences were significant in favor of both B and C over A in comprehension, but no significant differences were found between B and C. Children of below-average readiness benefited in treatment A in word perception only, while children of average readiness benefited most from treatment B for all three criteria. Tables are included. (CM)

ED 028 914

RE 001 720

Poulos, Nicholas  
Negro Attitudes Toward Pictures for Junior High School Social Studies Textbooks.

Pub Date 6 Feb 69

Note—6p. Paper presented at American Educational Research Association conference, Los Angeles, Feb. 5-8, 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Cultural Factors, \*Negro Attitudes, \*Negro History, \*Parent Attitudes, \*Pictorial Stimuli, Racial Factors, Social Studies, Textbook Content

Three hundred and twenty-six Detroit-area Negro parents belonging to parent-teacher organizations were used to determine attitudes toward pictures of Negro personalities and events which might be included in junior high school social studies texts. Fifty-five captioned slides, divided into periods of slavery, emancipation, and twentieth century, were shown. Parents rated these as favorable or unfavorable. Results of Chi-square, t-test, and analysis of variance procedures showed that 78 percent of the illustrations were

approved by a majority of the respondents, and none were disapproved by a majority. Most favored pictures were of Martin Luther King, Booker T. Washington, Frederick Douglass, Joe Louis, and W.E.B. DuBois. Least favorable were depictions of Malcolm X, slave labor, and children playing in a city slum. Certain factors in the backgrounds of the respondents had significant bearing on attitudes toward the pictures. Males reacted more favorably than females; those of higher occupational or educational levels, more favorably than those of lower levels; and members of community organizations, more favorably than those with little participation. (MD)

ED 028 915

RE 001 722

Schubert, Delwyn G.  
Diagnosis in Severe Reading Disability.

Pub Date Apr 68

Note—12p. Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Diagnostic Tests, Dyslexia, Lateral Dominance, \*Neurological Defects, \*Reading Failure, Theories

The relationship between neurological impairment or brain damage and severe reading disability is investigated. Symptoms and causes of neurological impairment are listed, and reading disability theories are discussed. Smith and Carrigan offer a neurochemical explanation of reading disability based on synaptic transmission problems. Orton, Dearborn, and Delacato point to a relationship between reading disability and lateral dominance. However, the paper quickly notes that none of the mentioned theories have been supported by empirical data. Some helpful psychological tests for the identification of neurological defects are listed. It is pointed out that there is no sure way to diagnose neurological causes and that teachers must rely primarily on a pattern of symptoms when making neurological referrals. General labels such as "dyslexia" and "congenital word blindness" are seen as confusing the issue and as creating a matter of concern. A bibliography is included. (RT)

ED 028 916

RE 001 724

Simison, Diane  
Recall of Base and Surface Forms of Sentences.

Pub Date 6 Feb 69

Note—10p. Paper presented at American Educational Research Association conference, Los Angeles, Feb. 5-8, 1969

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—\*Language Research, \*Linguistics, Sentence Structure, Structural Grammar, Surface Structure

Memory and storage for base and surface sentence forms were compared by examining memory for these kinds of sentences. It was hypothesized that a subject hearing a sentence transforms it to its base form, stores it in this form, and recalls it, again transforming it, in its surface form. Thirty undergraduate educational psychology students, divided randomly into two groups, heard 50 taped sentences, each followed by a list of eight unrelated words. Half of the sentences were in base form; half, in surface. After they heard each sentence and its list of words, a buzzer signaled them to repeat the sentence and a second buzzer signaled them to repeat the word list. They were given unlimited time for recall. Mean number of words recalled did not differ significantly for groups or for structure or type. Significantly greater numbers of errors were made by subjects when attempting to recall the surface structure form than when attempting to recall the base form. Duncan multiple range test showed that some sentence types (SVO+VO and SVO+O) were more difficult to recall than other types but that they were not significantly different from one another. Group 2 made relatively more errors on surface forms than did group 1. It was concluded that grammatical structure appears to influence the three processes (decoding, storage, and encoding) of sentence recall. References are included. (MD)

ED 028 917

RE 001 725

Wiseman, Douglas E.  
Classroom Application of a Language Remediation Program.

Pub Date Mar 69

Note—6p. Paper presented at Association for Children with Learning Disabilities conference, Fort Worth, March 6-8, 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Auditory Perception, \*Language Programs, \*Language Tests, \*Psycholinguistics, Verbal Ability, Visual Perception  
Identifiers—Illinois Test of Psycholinguistic Abilities

Definitions and specific breakdowns of four (auditory reception, visual sequential memory, verbal expression, and auditory closure) of the 12 language areas of the new Illinois Test of Psycholinguistic Abilities (ITPA) are presented. Auditory reception is defined as the ability to understand the meaning of materials or stimuli that are heard and includes abilities ranging from discrimination of noises to comprehension or interpretation of ideas presented at a high conceptual level. Visual sequential memory is viewed as the ability to recognize and/or recall stimuli presented sequentially and visually. Verbal expression is seen as the ability to express ideas through words encompassing verbal functions such as imitating words or sentences, describing an object, and carrying on a conversation. Auditory closure is defined as the ability to identify a word when only segments of the word are presented. Basic remedial strategies for training each area and examples of specific teaching activities are included. (RT)

ED 028 918

SE 004 123

Davis, Robert B.  
The Madison Project's Approach to a Theory of Instruction.

Syracuse Univ., N.Y.; Webster Coll., Webster Grove, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1172

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—\*Curriculum Development, \*Discovery Learning, Discovery Processes, Educational Objectives, \*Elementary School Mathematics, \*Instruction, Learning Readiness, Learning Theories, \*Secondary School Mathematics

Identifiers—The Madison Project

Reported is the everyday teaching and curriculum planning activities of the Madison Project, operated by teachers and mathematicians. Two kinds of informal explanatory experiences are provided in order to involve students in the discovery of significant mathematical concepts—experiences where children do something and experiences where a "seminar" of children discuss something, under the leadership of a teacher. The Project has developed a set of seven criteria for selecting appropriate classroom "informal exploratory experiences": (1) The child should have adequate previous "readiness"; (2) informal exploratory experiences should be related directly to fundamental ideas; (3) the student must have an active role; (4) concepts must be learned in context; (5) interesting patterns must be developed in every task; (6) the experiences should be appropriate to the age of the child; and (7) the sequence of "informal exploratory experiences" must seem to be worthwhile. A list of some of the objectives of the Madison Project is indicated under two headings—Mathematical objectives and general objectives. (RP)

ED 028 919

SE 004 124

Davis, Robert B.  
Mathematics Chapter.

Syracuse Univ., N.Y.; Webster Coll., Webster Grove, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1172

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Algebra, \*Curriculum Development, Educational Objectives, \*Elementary School Mathematics, Geometry, Instruction, Learning, \*Mathematics, \*Secondary School Mathematics, Teaching Methods

Suggestions are offered for more effective implementation and creativity in developing new mathematics programs. The new mathematics materials and projects have not significantly altered the educational experiences of students because of (1) difficulty in identifying distinctive features of the various projects, (2) widespread assumptions that the "new" projects are mainly more efficient routes to "the same old goals," (3) curriculum workers' regard of "new mathematics" projects as irrelevant to local school



needs because of the assumption that all "new mathematics" projects must necessarily be content centered, (4) the lack of an extensive program of teacher education, and (5) difficulty in hiring competent new teachers. All the curriculum projects make some assumptions about the nature of schools relating to such ideas as (1) the increasing role of intrinsic motivation, (2) the emphasis on learning how to learn and on individualizing instruction, (3) the emphasis on creativity and divergent thinking on the open-ended aspect of learning, and (4) a growing concern over inadequacies in testing programs. The article concludes with a list of references concerning (1) planning for the future, (2) surveys and over-views, and (3) United States and International projects in mathematics. (RP)

ED 028 920 SE 004 141

Kriegbaum, Hillier  
Science and the Mass Media.  
New York Univ., N.Y.  
Pub Date 67  
Note—245p.

Available from—New York University Press, 32 Washington Place, New York, New York 10003 (\$6.95)

Document Not Available from EDRS.

Descriptors—\*Communications, \*Journalism, Mass Media, Sciences, Scientific Enterprise, \*Scientific Literacy, Socioeconomic Influences, Technical Writing, Technology, Television

The nature and the practices surrounding the mass media reporting of science to the public are examined. Intended for those who have some concern for, or an involvement in the public understanding of science, technology, or medicine, the book is directed toward scientists, engineers, and physicians, and those also who practice the art of journalism, teach it, or are aspirants to the profession of science reporting. The fourteen chapters deal with such topics as (1) the importance of science in our culture, (2) the nature of science news reporting, (3) the clash of the two cultures, (4) diffusion of science news, (5) analysis of subject material that is reported, (6) the science writer, his education, background, and work, (7) case histories of reporting assignments, (8) scientists' views of science reporting, and (9) the training of the science writer. (DH)

ED 028 921 SE 004 304

Payne, Joseph N. Goodman, Frederick L.  
Mathematics Education Volume I, Key-Word-In-Context, Index, and Bibliography.  
Michigan Univ., Ann Arbor. School of Education.  
Pub Date 65

Available from—Campus Publishers, 711 North University Avenue, Ann Arbor, Michigan 48108

Document Not Available from EDRS.

Descriptors—Algebra, Arithmetic, \*Bibliographies, \*Elementary School Mathematics, Geometry, Mathematics, \*Mathematics Education, Research, \*Research Reviews (Publications), \*Secondary School Mathematics

This index lists research studies of experimental programs in mathematics education. The references cited are found in several bibliographies and journals. The main purpose of the "Key-Word-In-Context Index and Bibliography" is to facilitate the retrieval of information on research studies in mathematics education. The "Index" and "Bibliography" are published in two volumes. Volume I contains an alphabetical list of the key words in the titles of the studies reported in Volume II. Volume II contains the complete bibliographical listings, alphabetized by the author's name. (RP)

ED 028 922 SE 004 879

Young, Paul Alexander  
An Experiment in the Use of Programmed Materials in Teaching High School Biology.  
Georgia Univ., Athens.  
Pub Date 67  
Note—321p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-16246, Microfilm \$4.15, Xerography \$14.65)

Document Not Available from EDRS.

Descriptors—\*Biological Sciences, Doctoral Theses, Genetics, \*Instruction, \*Programmed Instruction, \*Secondary School Science, \*Teaching Methods

Identifiers—Atlantic Public Schools, Georgia

Investigated were the feasibility and effectiveness of using programmed materials with concomitant laboratory exercises in teaching genetics on the secondary level. Students from two white and two Negro high schools in the Atlantic Public School System participated, with one control and one experimental biology class in each school taught by the same teacher. In the experimental group (N=77) the programmed material developed by the author was the sole instructional device, while the control group (N=89) was taught comparable materials by conventional methods. The results indicated that (1) there was no significant difference in achievement, but the experimental group attained this level in one-half the time, (2) there was no relationship between sex and final achievement, (3) academic average was a successful predictor of success in the program, (4) there was a positive relationship between reading score and achievement using the programmed materials, (5) there was a negative correlation between time in the instructional program and achievement for the total group, and (6) there were no unusual administrative problems in presenting basic genetic subject matter with integral laboratory exercises in programmed form. (DS)

ED 028 923 SE 005 041

Suppes, Patrick  
Stimulus-Response Theory of Finite Automata, Technical Report No. 133.  
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.  
Pub Date Jun 68  
Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—Behavior, Language Development, \*Language Learning Levels, \*Learning, Mathematics, \*Stimulus Behavior

The central aim of this paper and its projected successors is to prove in detail that stimulus-response theory, or at least a mathematically precise version, can give an account of the learning of many phrase-structure grammars. Section 2 is concerned with standard notions of finite and probabilistic automata. An automaton is defined as a device with a finite number of internal states. Section 3 presents a treatment of the stimulus-response theory. In Section 4 the most important result of the paper is proved; namely, any finite automaton can be represented at asymptote by an appropriate model of stimulus-response theory. In Section 5 some extensions of these results to probabilistic automata are sketched, and an example from arithmetic is worked out in detail. The central idea is to show that by applying accepted principles of conditioning an organism may theoretically be taught by an appropriate reinforcement schedule to respond as a finite automaton. (RP)

ED 028 924 SE 005 912

Beuschlein, Muriel  
Free and Inexpensive Teaching Aids for Science Education.  
Chicago State Coll., Ill.  
Pub Date 68  
Note—55p.

Available from—Chicago State College, 6800 South Stewart Avenue, Chicago, Illinois 60621

Document Not Available from EDRS.

Descriptors—Conservation Education, \*Directories, Elementary School Science, General Science, Health Education, \*Instructional Materials, Physical Sciences, \*Resource Materials, Science Careers, Secondary School Science

Provided is a directory to free and inexpensive sources of materials for use in elementary and secondary school science instruction. This is a complete and updated revision of two similar lists published previously (1949 and 1959) in the "Chicago Schools Journal." The source citations are categorized under terms commonly used to subdivide the physical, biological, and applied science areas. Each source citation includes (1) a complete address, (2) title(s) of material(s) available, (3) the cost of material(s), and (4) the availability of a publication list. (DS)

ED 028 925 SE 006 002

Holmquist, John Bruce  
A Determination of Whether the Dale-Chall Readability Formula May Be Revised to Evaluate More Validly the Readability of High School Science Materials.  
Colorado State Univ., Ft. Collins.

Pub Date 68

Note—142p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-11892, Microfilm \$3.00, Xerography \$6.80)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, \*Instructional Materials, \*Readability, \*Science Materials, Secondary School Science

Identifiers—Dale-Chall Readability Formula, McCall-Crabb Reading Tests

Determined was whether the Dale-Chall formula may be revised by supplementing the Dale list of 3,000 words with scientific terms and recalculating the formula to provide for a more valid evaluation of the readability of high school science materials. Procedures were that (1) terms similar in difficulty to those included in Dale's list of 3,000 familiar words were sought in order that the formula could be modernized with a supplementary word list, (2) the Dale-Chall readability formula was recalculated using multiple regression techniques similar to those originally used by Dale and Chall, (3) statistical comparisons were made between the recalculated formulas and the earlier versions of the formula, and (4) the recalculated formulas were applied to high school science materials and the results compared to those obtained using the earlier versions of the formula. Concluded were that (1) the Dale-Chall formula may be revised to evaluate more validly the readability of high school science materials, (2) the formula coefficients derived in the recalculations are similar in their statistical validity to those calculated in the original, and (3) the changes in the vocabularies and reading ability of pupils raise questions as to the validity of the original Dale-Chall formula when used to evaluate the readability of today's materials. (DS)

ED 028 926 SE 006 246

Beard, Earl M. L.  
An Axiom System for High School Geometry Based on Isometrics.  
Wisconsin Univ., Madison.  
Pub Date 68  
Note—93p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-13618, Microfilm \$3.00, Xerography \$4.80)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, \*Course Content, Course Organization, \*Curriculum Development, Doctoral Theses, Geometric Concepts, \*Geometry, Mathematics, \*Secondary School Mathematics

Presented in this report is an approach to Euclidean geometry that makes use of distance preserving transformations as the primary approach in the development of the proposed course. The foundation of the course consists of an axiom set that is a combination of Birkhoff's, Hilbert's, and Klein's. Transformations and distance preserving transformations are introduced early in the course. A suggested sequence of theorems for the standard topics of high school geometry is given with some proofs involving transformations. Included in this sequence is the geometry of triangles, similar figures, circles, and parallels. Additional topics involving transformations are included. A comparison is made of the proposed and existing geometry courses with respect to (1) the degree of rigor and intuition possible, (2) the required analytic procedures, (3) the types of proof available, and (4) the concept of congruence. (RP)

ED 028 927 SE 006 247

Buckeye, Donald Andrew  
The Effects of a Creative Classroom Environment on the Creative Ability of Prospective Elementary Mathematics Teachers.  
Indiana Univ., Bloomington.  
Pub Date 68  
Note—144p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-17256, Microfilm \$3.00, Xerography \$6.80)

Document Not Available from EDRS.

Descriptors—Attitudes, \*Creativity, Elementary School Teachers, \*Instruction, Mathematics Teachers, \*Teacher Education

Identifiers—AC Test of Creative Ability

The primary purpose of this study was to determine if an increase in creative ability occurs

when prospective elementary mathematics teachers are exposed to, and participate in, the various aspects of a creative classroom environment. A secondary purpose was to determine the nature of the relationship which exists between creative ability, as measured by the AC Test of Creative Ability, attitude, achievement, and SAT scores. The scope of the investigation was restricted to 145 prospective elementary mathematics teachers enrolled in a content mathematics course at Indiana University. An experimental and a control group were utilized, consisting of 95 students and 50 students respectively. The findings revealed that (1) the creative ability of the experimental group increased significantly while the creative ability of the control group decreased significantly, (2) the creative classroom environment appeared to improve the achievement level of the students, (3) significant correlations existed between achievement and attitudes towards mathematics, and (4) attitude towards mathematics was not significantly related to creativity. (RP)

ED 028 928 SE 006 249

Shaw, Carl Neil  
Effects of Three Instructional Strategies on Achievement in a Remedial Arithmetic Program.

Florida State Univ., Tallahassee.

Pub Date 68

Note—95p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-16385, Microfilm \$3.00, Xerography \$4.80)

Document Not Available from EDRS.

Descriptors—Achievement, Addition, \*Arithmetic, Comparative Analysis, Computer Assisted Instruction, Doctoral Theses, \*Instruction, Low Ability Students, \*Remedial Arithmetic, \*Secondary School Mathematics, Subtraction

The purpose of this study was to investigate the effects of three instructional strategies on arithmetic achievement. The instructional strategies used in the study were drill, drill with feedback, and mixed drill. The materials were remedial in nature and were presented via computer-assisted instruction. The subjects for the study were junior high school students whose performance on diagnostic tests indicated that they lacked computational skill in addition and subtraction. An experimental and a control group were utilized, and data were obtained from the administration of pre- and post-tests. Among the findings were (1) all treatments produced significant increases in scores on the immediate post-test at the .05 level, (2) all treatment groups had significantly higher scores on both the prerequisite and terminal objectives for both addition and subtraction while the control group had no significant changes in scores, (3) the drill with feedback and control groups did not have significantly higher scores on the delayed post-tests on the prerequisite objectives, and (4) the fact that all groups, including the control group, had significantly higher scores on the delayed post-tests on the terminal objectives indicates that some effects other than those of the treatment may have been operating. (RP)

ED 028 929 SE 006 355

Larsen, Lawrence A.  
An Introduction to Logic Control Systems for the Behavioral Scientist, Part I, Text.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Pub Date 68

Note—157p.

Available from—Institute on Intellectual Development and Mental Retardation, George Peabody College, Box 163, Nashville, Tennessee 37203. EDRS Price MF-\$0.75 HC-\$7.95

Descriptors—Computer Programs, Computers, Electronics, Electronic Technicians, \*Instruction, \*Instructional Materials, Mathematics, \*Programed Instruction

This programed instruction course gives a basic introduction to solid state programming equipment. Course objectives include giving the student (1) a working knowledge of the various types of units used in building digital logic control systems and (2) an idea of how they interconnect to perform different functions. The course has no prerequisites and begins with basic concepts in

electricity and electronics. Ideas developed include analog and digital concepts, binary numbers, the logic signal, the input, output and logic portions of a digital logic subsystem, programming strategies, and the design and solution of design problems. Review exercises for each section and a separate booklet of figures which refer to the program sequence are also provided. (GR)

ED 028 930 SE 006 501

Toney, Jo Anne Staley

The Effectiveness of Individual Manipulation of Instructional Materials as Compared to a Teacher Demonstration in Developing Understanding in Mathematics.

Indiana Univ., Bloomington.

Pub Date 68

Note—115p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-17296, Microfilm \$3.00, Xerography \$5.60)

Document Not Available from EDRS.

Descriptors—\*Achievement, Comparative Analysis, \*Elementary School Mathematics, Grade 4, \*Instruction, Mathematics, \*Teaching Procedures

Studied was how two different methods of employing instructional materials in teaching elementary mathematics related to students' achievement in basic mathematical understandings. The sample consisted of fourth grade students in a university laboratory school. Students were randomly assigned to two groups, with an equivalent number of boys and girls in each group. The same lesson was taught to each group, with the presentation differing only in the manner in which the instructional materials were utilized. The control group saw only a teacher demonstration of the materials while the experimental group was given the materials to manipulate individually. Among the findings were (1) no significant difference between class means as determined by tests for understanding of basic mathematical principles and general mathematical achievement, (2) the group using individually manipulated materials made greater gains in proficiency than the group seeing only a teacher demonstration, (3) the boys in the experimental group made greater mean gains than the boys in the control group, and (4) the girls in the experimental group made a greater mean gain than the boys in an instrument designed to measure understanding of basic mathematical principles. (RP)

ED 028 931 SE 006 506

Searle, Robert Eli

Mathematical Abilities Possessed by Kindergarten Children From Disadvantaged Communities.

California Univ., Los Angeles.

Pub Date 68

Note—154p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-16576, Microfilm \$3.00, Xerography \$7.20)

Document Not Available from EDRS.

Descriptors—Ability, \*Ability Identification, \*Disadvantaged Groups, \*Elementary School Mathematics, Kindergarten, Mathematical Vocabulary, \*Mathematics, \*Student Characteristics

Identifiers—The Metropolitan Readiness Tests

The purposes of this study were (1) to determine the "amount" and "kind" of mathematical information possessed by children at the time of kindergarten entrance, and (2) to investigate relationships between mathematical information held by these children and residence (advantaged/disadvantaged), training (pre-school/no school), sex, and age. The sample of 296 children was tested during the third week of the kindergarten semester. A Metropolitan Readiness Test (Test 5, Numbers), school records, and a questionnaire were used to gather data. From these data and the tests of significance the following conclusions were drawn: (1) Children from advantaged communities possessed significantly superior amount and kind of mathematical information as compared to children who resided in disadvantaged areas, (2) slight differences in both amount and kind of mathematical information possessed by training groups favored children with pre-school training, (3) slight differences in both amount and kind of information possessed by four kindergarten-age groups favored children

older than 62 months, and (4) class and school rankings were significantly related to residence. The community in which one resided, or the type of pre-school home environment provided children, appeared to be the single significant variable affecting the mathematical performance of children entering kindergarten. (RP)

ED 028 932 SE 006 509

Rasmussen, Dean Stewart

Urban Junior High School Mathematics Curriculum at the Seventh and Eighth Grade Levels.

University of Southern California, Los Angeles.

Pub Date 68

Note—161p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-17039, Microfilm \$3.00, Xerography \$7.60)

Document Not Available from EDRS.

Descriptors—\*Curriculum, Doctoral Theses, \*Educational Trends, Grade 7, Grade 8, Mathematics, \*Secondary School Mathematics, \*Urban Education

Identifiers—California

Investigated were the essential characteristics of curriculum content and instructional patterns which contributed to effective programs of mathematics for seventh and eighth grade junior high school students in California. The purpose of the study was to provide guidelines which would assist educators in developing mathematics programs for these youngsters. Sampled were 116 educators representing college or university authorities, leadership persons, and urban school teachers of seventh and eighth grade students. Respondents to the questionnaire observed trends toward the following activities related to mathematics curricular and instructional programs: (1) including urban school teachers on city-wide curriculum committees, (2) designing curriculums which provide for different student activities, (3) designing curriculums which provide for special needs of local school students, (4) emphasizing curriculum materials which require less reading, (5) selecting cooperatively supplementary curriculum materials, (6) placing experienced teachers of mathematics in urban schools, and (7) providing inservice sessions to develop understandings of urban children and to perfect mathematics instructional skills. (RP)

ED 028 933 SE 006 511

Moody, William Braun

An Investigation of the Relationship Between Fifth-Grade Student and Teacher Performance on Selected Tasks Involving Nonmetric Geometry.

Maryland Univ., College Park.

Pub Date 68

Note—149p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-16680, Microfilm \$3.00, Xerography \$7.00)

Document Not Available from EDRS.

Descriptors—\*Achievement, \*Effective Teaching, \*Elementary School Mathematics, Elementary School Teachers, Geometry, Grade 5, \*Instruction, Mathematics, \*Teacher Education

Investigated was the relationship between teacher and student performance on selected mathematical tasks. A measure of teacher effectiveness was obtained by comparing teacher and student performance on identical geometric tasks. The sample for this study consisted of teachers and their students from 19 fifth-grade classes, designated as either control or experimental. The six control treatment classes were presented topics in non-metric geometry by means of self-instructional reading materials. The 13 experimental treatment classes were presented the same topics by their teachers without the use of the reading materials. A pre- and post-test of selected geometric tasks was administered to students in the control and experimental classes. The same test was administered to the teachers of the experimental classes at the conclusion of the four instructional periods. Among the results reported were (1) the mean score for the experimental classes was significantly higher than for the control classes, and (2) there was a significant positive correlation between teacher test scores and class mean scores on the criterion test. (RP)



ED 028 934 SE 006 513

*Litwiler, Bonnie Helen*  
**Enrichment: A Method of Changing the Attitudes of Prospective Elementary Teachers Toward Mathematics.**

Indiana Univ., Bloomington.

Pub Date 68

Note—155p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-17276, Microfilm \$3.00, Xerography \$7.20)

**Document Not Available from EDRS.**

Descriptors—Achievement, \*Attitudes, \*College Mathematics, Comparative Analysis, \*Elementary School Teachers, \*Mathematics Teachers, \*Teacher Education, Undergraduate Study  
 Identifiers—Dutton's Attitude Scale, Indiana University

This study sought answers to two questions: (1) Is it possible to change the attitudes of prospective elementary teachers toward mathematics through the study of enrichment problems, and (2) what is the relation of attitude toward mathematics and achievement in mathematics? The sample consisted of 145 students enrolled in a content course at Indiana University, 95 of whom were in the experimental group and 50 in the control group. The experimental group was given an enrichment problem while the control group was not. Dutton's Attitude Scale was administered to both groups as a pre- and post-test, and an achievement test was administered to both groups at the end of the semester. A correlational study was conducted to find the relation between attitude, achievement, and ability. Results indicated (1) the attitudes of the experimental group changed significantly relative to the attitudes of the control group, (2) there was a significant difference between the achievement scores of those students who considered the enrichment problems and those who did not, (3) there was a significant correlation between the post-test attitude score and achievement and SAT mathematical scores respectively, and (4) there was a significant correlation between achievement scores and the mathematics ability scores with the post-test attitude scores held constant. (RP)

ED 028 935 SE 006 514

*Levin, Alvin Irving*

**The Use of Taxonomic Programming as Applied to the Teaching of Fractions in Grade Five.**

California Univ., Los Angeles.

Pub Date 68

Note—185p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-16554, Microfilm \$3.00, Xerography \$8.40)

**Document Not Available from EDRS.**

Descriptors—Achievement Tests, Arithmetic, Behavioral Objectives, Comparative Analysis, Doctoral Theses, \*Elementary School Mathematics, \*Fractions, Grade 5, \*Instruction, Instructional Materials, \*Programed Instruction, Tests

Identifiers—The Taxonomic Skills Achievement Test in Fractions

The purposes of this study were (1) to formulate specific and measurable behavioral objectives applicable to the teaching of fractions in grade five, (2) to construct a taxonomic programed text that would teach fifth grade students the addition of fractions and their application to problem solving and evaluation tasks, (3) to develop The Taxonomic Skills Achievement Test in Fractions that would serve as a criterion measure for pre- and Post-comparison, and (4) to evaluate the experimental treatments and effects of two different arrangements of the taxonomic programed text on the student. Sixty pupils from two classes of the Los Angeles City School Districts were the sample for the experimental evaluation of this study. The class that received the experimental treatments consisted of 36 pupils who were randomly assigned to two groups (E1 and E2) composed of matched pairs based on intelligence levels, and sex differences. The E1 and E2 groups worked through the regular and random order programed texts respectively for a period of ten days. Among the conclusions reported were (1) The Taxonomic Achievement Test is a reliable instrument for measuring post-test gains, (2) both programed texts produced favorable results on the two

groups as compared to the control group, and (3) both experimental treatments were superior to no treatment as evidenced by the post-test scores of the control group. (RP)

ED 028 936 SE 006 516

*Kobes, Katherine Ellen*

**Relationship Between Performance on a Scientific Creativity Test and Participation in a Science Fair.**

United States International Univ., San Diego, Calif.

Pub Date 68

Note—121p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-14757, Microfilm \$3.00, Xerography \$6.00)

**Document Not Available from EDRS.**

Descriptors—Ability Identification, \*Creativity, Doctoral Theses, \*Evaluation, \*Prediction, \*Science Fairs, \*Secondary School Science  
 Identifiers—The Robinson Test of Scientific Creativity

Determined was the relationship between performance on a test devised to measure scientific creativity and participation in a science fair. The sample was drawn from three junior high schools and two senior high schools. The experimental group was composed of 311 students who were developing a project for a science fair. The comparison group included 314 students who did not participate in the science fair. Each student included in the study was administered The Robinson Test of Scientific Creativity. In addition to the measure obtained from the creativity test, other variables that were studied included (1) teacher judgments of students' creative ability in science, (2) students' self-image of creative ability, and (3) IQ, grade level, and age. Determined were that (1) The Robinson Test of Scientific Creativity did demonstrate a capability of relating to whatever the traits are that contribute to different levels of performance in the science fair, (2) teacher identification of creativity in students appeared to be influenced by confusion of general intelligence with creativity, and (3) student self-ratings were not significantly related to their actual creative capabilities as inferred by performance in the science fair. (DS)

ED 028 937 SE 006 518

*Hughes, Eugene Morgan*

**The Impact of Selected Experimental Curriculum Projects on Commercially Published Elementary School Mathematics Textbooks.**

George Peabody Coll. for Teachers, Nashville, Tenn.

Pub Date 68

Note—281p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-16343, Microfilm \$3.65, Xerography \$12.85)

**Document Not Available from EDRS.**

Descriptors—Comparative Analysis, \*Curriculum Development, Doctoral Theses, \*Elementary School Mathematics, Instructional Materials, Mathematics, \*Textbooks

Identifiers—Greater Cleveland Mathematics Program, School Mathematics Study Group

Analyzed was the influence exerted by the School Mathematics Study Group (MSG) and the Greater Cleveland Mathematics Program (GCMF) on commercially published textbook series. Data were obtained through page-by-page analysis of 94 textbooks. Criterion lists were selected or devised for each of the following areas: readability, vocabulary, scope and sequence, and teaching strategies. Among the conclusions were (1) the experimental series have had little impact on the readability level of commercially published textbooks, (2) the reading levels of the textbooks of the MSG and GCMF series tend to be above assigned grade level, whereas those of commercially published textbooks are generally at or below the assigned grade level, (3) the MSG series extended more influence on the scope and sequence of commercially published series than did the GCMF series, (4) the MSG series had a slightly greater impact on the teaching strategies employed in the commercially published textbooks than did the GCMF series, and (5) teaching strategies included in experimental and post 1960 series provide the teacher with a means of individualizing instruction. (RP)

ED 028 938 SE 006 521

*Ferris, David Louis*

**A Desirable Outdoor Education Program for Adult Education Centers.**

Indiana Univ., Bloomington.

Pub Date 68

Note—196p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-17263, Microfilm \$3.00, Xerography \$9.00)

**Document Not Available from EDRS.**

Descriptors—\*Adult Education, Doctoral Theses, \*Outdoor Education, \*Program Content, Program Planning, Teacher Characteristics

An attempt was made in this investigation (1) to survey the status of existing outdoor education programs for adults and (2) to work with a jury of experts to report elements of an effective outdoor education program for adults in the future. Participants included (1) the directors of 76 adult education centers in cities of 25,000 to 100,000 and (2) a group of 12 nationally known authorities in outdoor education. Questionnaires were used for obtaining data. Concluded were that (1) there is a growing interest in outdoor education for adults, (2) the purposes, objectives, and outcomes selected by all respondents provide an adequate and desirable guide for establishing an outdoor education program for adults, and (3) adult education directors appear to be sincerely interested in improving and extending the educational opportunities available in their communities through providing outdoor education courses. (DS)

ED 028 939 SE 006 528

*Wallace, Samuel Porter*

**A Study to Determine the Relationship Between and Among Certain Selected Factors and the Student's Ability to Solve Mathematical Problems by the Discovery Method.**

Temple Univ., Philadelphia, Pa.

Pub Date 68

Note—152p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-17828, Microfilm \$3.00, Xerography \$7.20)

**Document Not Available from EDRS.**

Descriptors—Ability, \*Achievement, College Mathematics, Discovery Processes, Mathematics, \*Prediction, \*Problem Solving, Verbal Ability

Analyzed were the relationships between and among mathematical ability, verbal ability, mathematical achievement, general scholastic intelligence, number of years of high school training in mathematics, plans to specialize in mathematics education in college, sex, and the student's performance in solving mathematical problems by the discovery method. The sample for this study was 548 freshmen at the East Stroudsburg State College in Pennsylvania. A battery of standardized tests was administered, and data were statistically treated by employing regression analysis. Among the results and conclusions reported were (1) the greater the student's mathematical ability, the greater his ability to solve mathematical problems by the discovery method, (2) the student's ability to solve mathematical problems by the discovery method was dependent to some extent upon his verbal ability, (3) there was a substantial relationship between a student's mathematical achievement and his ability to discover the solution to a mathematical problem, and (4) female students displayed a slightly greater ability to solve mathematical problems by the discovery method than did male students. (RP)

ED 028 940 SE 006 545

*Busch, Phyllis S.*

**Veneral Disease, A Teaching Reference Guide.**

New Jersey State Dept. of Education, Trenton; New Jersey State Dept. of Health, Trenton.

Pub Date 64

Note—90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—Audiovisual Aids, Bibliographies, Disease Control, \*Diseases, \*Health Education, Resource Materials, \*Secondary School Science, \*Teaching Guides, Youth Problems

This guide developed for use in the secondary schools of New Jersey makes suggestions for venereal disease education which have been tested in a wide variety of classroom situations.

The document focuses on the kinds of questions for which young people are seeking answers. An attempt is made to illustrate problems which might become a framework for study. Many suggestions are made for motivating students and teaching the topic. Appendix is teacher background information which includes article reprints, research data, a film list, and a wide variety of references. (DS)

ED 028 941

SE 006 548

Lee, Tom E. And Others

Space Resources for Teachers: Biology, Including Suggestions for Classroom Activities and Laboratory Experiments.

California Univ., Berkeley.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date Jan 69

Note—231p.

Available from—Government Printing Office, Washington, D.C. 20402 (\$2.75)

EDRS Price MF-\$1.00 HC-\$11.65

Descriptors—\*Aerospace Technology, Audiovisual Aids, Bibliographies, \*Biology, Instruction, Laboratory Experiments, Resource Materials, \*Resource Units, Science Activities, Science Units, \*Secondary School Science

Identifiers—National Aeronautics and Space Administration

This compilation of resource units concerns the latest developments in space biology. Some of the topics included are oxygen consumption, temperature, radiation, rhythms, weightlessness, acceleration and vibration stress, toxicity, and sensory and perceptual problems. Many of the topics are interdisciplinary and relate biology, physiology, physics, and chemistry. Discussions of each topic include introductory paragraphs of background information, laboratory and class activities, study and discussion topics, and a useful bibliography. The studies and experiments suggested are directed at more than one student achievement level. Appendix aids to the teacher include (1) source lists of aerospace literature and research reports, (2) an annotated listing of pertinent films, and (3) lists of additional audiovisual resources. (DS)

ED 028 942

SE 006 560

Townsend, Ronald D.

Contemporary Practices in Teaching Science in Elementary and Junior High School; Sampler; Authoritative Commentary and Bibliography.

Cooperative Educational Research Lab., Inc., Northfield, Ill.

Pub Date Jul 68

Note—48p.

Available from—Cooperative Educational Research Laboratory, Inc., 540 West Frontage Road, Box 815, Northfield, Illinois 60093 (\$1.90)

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Annotated Bibliographies, Bibliographies, Effective Teaching, \*Elementary School Science, \*Instruction, Instructional Materials, \*Research Reviews (Publications), Science Education, \*Secondary School Science, Teacher Characteristics, \*Teacher Education, Teacher Evaluation, Teaching Methods, Teaching Techniques

This booklet is designed to direct elementary and junior high teachers of science in assessing and comparing their professional goals and practices with those of their colleagues and with current objectives and teaching behaviors recommended by specialists and researchers in science education and curriculum development. Each of 36 statements related to practices in teaching science is documented by a separate bibliography. Other documented sections discuss objectives and current trends. A checklist for teachers to evaluate their teaching practices is also included. (GR)

ED 028 943

SE 006 616

Mangelsdorf, Frederick E. And Others

Proceedings of the New England Conference on Ocean Science Education, Woods Hole, Massachusetts, May 1966.

Pub Date 66

Note—74p.

EDRS Price MF-\$0.50 HC-\$3.80

Descriptors—Biology, \*Conference Reports, Earth Science, \*Educational Planning, Elementary School Science, Instructional Materials, Manpower Needs, \*Oceanology, Science

Teaching Centers, Scientific Research, Secondary School Science

Identifiers—Woods Hole Oceanographic Institute

Reported are the papers presented at the New England Conference on Ocean Science Education. The purpose of the conference was to bring together prominent oceanographers and New England educators at the primary and secondary level to discuss current progress in oceanographic research and to relate this progress to the needs of schools for materials and methods which are interesting and useful in motivating and informing students. Some of the topics presented were the teaching of oceanography, oceans and national welfare, the outlook for oceanography in the future, current oceanographic research in various disciplines, manpower needs, instructional equipment and materials, the development of marine science information centers, teacher education, and the training of oceanographers. Also included are the proceedings of panel discussions and recommendations. (DS)

ED 028 944

SE 006 617

Clark, George M.

Biological Sciences Curriculum Study Newsletter 34, The Middle School.

Biological Sciences Curriculum Study, Boulder, Colo.

Pub Date Apr 69

Note—12p.

Available from—Biological Sciences Curriculum Study, P. O. Box 930, Boulder, Colorado 80302

Document Not Available from EDRS.

Descriptors—\*Biology, \*Conference Reports, Guidelines, Integrated Curriculum, \*Junior High Schools, Middle Schools, Newsletters, \*Program Development, \*Secondary School Science

Identifiers—Biological Sciences Curriculum Study

Reported are guidelines which are the outgrowth of six conferences on the teaching of life science in the middle school. The membership of each conference was by invitation consisting of experienced middle school science teachers, biologists from universities, the BSCS staff, and observers. The guidelines were developed to provide direction in developing life science curriculums which have as a major focus the study of man and his environmental interactions. Particular attention is given to changing concepts regarding the middle school as an institution, new points of view about the teaching of science, studies on adolescent development, research on learning and curriculum, and problems of teacher education. A more detailed account of the conference proceedings may be acquired without cost by requesting in writing "BSCS Special Publication #7" from BSCS, P. O. Box 930, Boulder, Colorado 80302. (DS)

ED 028 945

SE 006 618

Ganis, Frank M.

How to Use Chromatography as a Science Teaching Aid.

National Science Teachers Association, Washington, D.C.

Pub Date 69

Note—12p.

Available from—National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.35 Stock No. 471-14578)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Biology, Chemistry, \*Chromatography, College Science, \*Instruction, \*Laboratory Techniques, Resource Materials, \*Science Activities, Secondary School Science

Identifiers—National Science Teachers Association

Presented are five procedures which permit the effective teaching of chromatography with equipment which is readily available, economical, and simple in design. The first procedure involves a study of solute partition in two immiscible solvents and of counter-current distribution. The second illustrates the use of unidimensional ascending paper chromatography in separating the same mixture of colored components used in the first procedure. The third procedure illustrates the separation of three common sugars by unidimensional ascending paper chromatography. The fourth procedure demonstrates the separation of amino acids by ascending two-dimensional paper chromatography. The fifth procedure in-

volves the separation of a dye mixture using thin-layer chromatography. (DS)

ED 028 946

SE 006 619

A Universe to Explore, A Space Sciences Source Book for Junior High School Teachers.

National Aeronautics and Space Administration, Washington, D.C.; National Science Teachers Association, Washington, D.C.

Pub Date 69

Note—144p.

Available from—National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$4.00 Stock No. 471-14102)

Document Not Available from EDRS.

Descriptors—\*Aerospace Technology, Audiovisual Aids, Bibliographies, \*Earth Science, Junior High Schools, Laboratory Experiments, \*Secondary School Science, \*Teaching Guides

Identifiers—National Aeronautics and Space Administration, National Science Teachers Association

Included are a wide spectrum of space science articles which were developed and classroom tested by junior high school teachers. Concepts are developed through the use of historical perspectives, representational models, demonstrations, and student activities. The major emphasis is on student activities. Frequent use is made of tables and graphs to illustrate procedures and concepts. Also provided are guides to courses of current information, a list of National Aeronautics and Space Administration films, a list of aerospace industries information sources, a bibliography for students, and a bibliography for teachers. (DS)

ED 028 947

24

SE 006 620

Geary, Leo C.

An Improved Algorithm for Linear Inequalities in Pattern Recognition and Switching Theory.

Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0253

Pub Date 68

Note—144p.

EDRS Price MF-\$0.75 HC-\$7.30

Descriptors—\*Electrical Systems, \*Engineering, \*Mathematics, \*Problem Solving

This thesis presents a new iterative algorithm for solving an  $n$  by  $l$  solution vector  $w$ , if one exists, to a set of linear inequalities,  $Aw > b$  and  $b$  is a vector with all positive elements. This criterion function has a larger gradient than previously used and a faster rate of convergence than the Ho-Kashyap algorithm for a certain range of the initial value of  $b$ . For problems where a large number of iterations were required for the Ho-Kashyap algorithm, the proposed algorithm reduced the number of iterations by a factor of 20 to 450. The generalization of the proposed algorithm applicable to multi-class pattern classification problems is presented and a convergence proof is given. (RP)

ED 028 948

24

SE 006 621

Davis, Robert B.

The Madison Project-A Brief Introduction to Materials and Activities.

Syracuse Univ., N.Y.; Webster Coll., Webster Grove, Mo.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1172

Pub Date 65

Contract—OEC-6-10-183

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—\*Curriculum, Curriculum Development, Discovery Processes, \*Elementary School Mathematics, Instruction, Instructional Materials, Mathematics, Objectives, \*Secondary School Mathematics

Identifiers—The Madison Project

This pamphlet gives a brief introduction into the objectives, assumptions, content, activities, and materials of the Madison Project. Reported



are the objectives of the program for the student and for the teacher. The mathematical content is listed under 22 topics. It is indicated that the availability of the materials may vary extensively from time to time due to extensive development activities. Criteria for the selection of the topics are listed also. Pertinent references that relate to objectives, content, and instructional procedures are presented. Materials produced by the project and services and activities of the project are listed. (RP)

ED 028 949 24 SE 006 622

Davis, Robert B.

The Madison Project Presents Materials for a Supplementary Mathematics Program for Grades 2 Through 8, Newsletter No. 1.

Syracuse Univ., N.Y.; Webster Coll., Webster Grove, Mo.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1172

Pub Date Jul 65

Contract—OEC-6-10-183

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Curriculum, \*Elementary School Mathematics, \*Films, \*Instructional Materials, Mathematics, \*Secondary School Mathematics Identifiers—The Madison Project

This pamphlet from The Madison Project announces the release of films and other materials for a supplementary mathematics program for grades 2 through 8, and for a course in ninth grade algebra. These materials are designed to be used in conjunction with the regular school program in arithmetic and mathematics. Among the films available are (1) A Lesson With Second Graders, (2) Graphing a Parabola, (3) Guessing Functions, and (4) Inservice Courses 1 and 2. (RP)

ED 028 950 SE 006 623

Science Grade 5. Curriculum Bulletin. No. 6.

1968-69 Series.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 68

Note—278p.

Available from—New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$4.00)

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—Audiovisual Aids, Bibliographies, \*Curriculum Development, \*Curriculum Guides, \*Elementary School Science, Grade 5, Instruction, Science Activities, Teaching Guides

Identifiers—New York, New York City

Science: Grade 5 provides the teacher with specific materials and suggestions for organizing effective learning experiences in the science area. It is based on the concept that learning occurs when the learner attempts to solve a problem which he finds meaningful. Both science knowledge and science processes are stressed. Significant findings from national projects have been incorporated. Evaluation activities are included for each of the major topics. Drawings, figures, charts, and graphs are used extensively to illustrate concepts. Listings of films, filmstrips, transparencies, and references are provided. (DS)

ED 028 951 SE 006 663

Matthews, Charles C.

Education, Practice, and Supervision in Science Teaching; AETS - NSSA Joint Concurrent Sessions.

Florida State Univ., Tallahassee.

Pub Date Mar 69

Note—21p.; Paper presented at the National Science Teachers Association Meeting, Dallas, Texas, March 1969

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Classroom Communication, \*Elementary School Science, \*Elementary School Teachers, Interaction Process Analysis, \*Teacher Behavior, \*Teacher Characteristics, \*Teacher Education, Teacher Evaluation, Teaching Methods

Identifiers—Science Curriculum Assessment System

Reviewed are studies which have described classroom behavior by direct observation using various category systems. Described in detail is

the Science Curriculum Assessment System for classroom interaction analysis. This is designed to monitor classroom conditions associated with elementary school science instruction. The system combines the interview techniques and theories of Jean Piaget with those of interaction analysis in order to study the intellectual development of children, classroom behaviors of teachers and pupils, and the various elements of the science curriculum. (GR)

ED 028 952 SE 006 728

Judd, Catherine B. And Others

Science Information Requirements of Scientists: Attitudes of Basic Researchers in Biology, Technical Report 4.

American Institutes for Research (Washington Office), Silver Spring, Md.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-C492

Pub Date Nov 67

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Attitudes, \*Biological Sciences, Information Needs, \*Information Science, \*Information Services, \*Information Systems, Researchers, \*Scientists

Identifiers—American Institutes for Research

Investigated were the attitudes of basic biological researchers toward information systems currently used, the usefulness of these services in meeting information needs, and the services expected from an advanced information system. A sample of 50 biological researchers from 14 academic institutions representing 19 areas of specialization was selected. Qualification for selection included current conduct or direction of basic biological research, recognition as a competent researcher by other scientists, and employment by a college or university on a full-time basis. Partially structured telephone interviews were used in collecting data. Results indicated that (1) biological scientists engaged in basic research consult periodicals containing abstracts, indexes, and reviews much more than they consult individuals, libraries, or services that search and retrieve information on the individual's request, (2) when biological scientists retrieve information themselves, they tend to use personal or organizational libraries, employing traditional manual methods, (3) most scientists with experience in the use of formal search and retrieval methods worked within a five-mile radius of the information system, and (4) scientists were not aware of the existence or functions of established information systems. (DS)

ED 028 953 SE 006 729

Kinkade, Robert G. Bedarf, Erwin W.

Science Information Requirements of Scientists: The Need for an Interacting Request Receiver in an Information Clearinghouse, Technical Report 3.

American Institutes for Research (Washington Office), Silver Spring, Md.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-C492

Pub Date Nov 67

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—\*Biological Sciences, Comparative Analysis, \*Information Centers, \*Information Processing, Information Retrieval, \*Information Science, Information Services, Information Systems, Scientists

Identifiers—American Institutes for Research, The Fed of Amer Societies for Experimental Biology

Evaluated were the role and importance of request-receiver feedback in an information system. Participants were 50 university biological scientists who agreed to place requests for information by telephone with a specially established clearinghouse. One type of receiver was a scientist holding a Ph.D. in biochemistry, with over 20 years biological research experience. He interacted with the requester, providing "technical" and "conventional" feedback. The other receiver was represented by a tape-recorder which recorded the call but was unable to provide feedback. A schedule was provided to participants each week indicating the type of answering service which would be available. The requesting behavior of participants with the two types of request-receivers was analyzed. Results

indicated that (1) three out of four scientists made exclusive use of the scientist receiver, while one in five used the tape-receiver exclusively, (2) the main objection raised against the tape-receiver was lack of feedback, (3) the tape method was generally used to place brief well-articulated requests, or less difficult requests, and (4) aid in structuring requests as well as mere confirmation responses seemed to be valuable services. A complete description of the operation is given, and the need for request-receiver feedback capability in an information clearinghouse is discussed. (DS)

ED 028 954 SE 006 730

Kinkade, Robert G. And Others

Science Information Requirements of Scientists: The Need for a Scientific Request Receiver and Processor in an Information Clearinghouse, Technical Report 2.

American Institutes for Research (Washington Office), Silver Spring, Md.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-C492

Pub Date Nov 67

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*Biological Sciences, Comparative Analysis, \*Information Centers, \*Information Processing, Information Retrieval, \*Information Science, Information Services, \*Information Systems, Scientists

Identifiers—American Institute for Research, The Fed of Amer Societies for Experimental Biology

Determined were the functional design requirements of two components of an information system, the request-receiver and request-processor. The participants were 46 university biological scientists in the Washington, D.C. area who agreed to place requests by telephone with a specially established clearinghouse. A trained, experienced biological scientist served as one type of receiver-processor. The other receiver-processor was a receptionist without training or experience in the biological sciences. The requesting behavior of participants with the two types of request-receivers and request-processors was analyzed. Results indicated that (1) importance of technical feedback between receiver and requester depends on the nature of the request, (2) the time spent in processing the requests was about the same for both types of processors, (3) user evaluations of clearinghouse output indicated that the receptionist and scientist functioning in the role of receiver-processor performed equally well, (4) the impact of refinements provided by the scientist-processor on the product of the information system appeared to be minimal, and (5) lack of familiarity with scientific terminology did prevent the receptionist from handling some requests received. A complete description of the operation is provided. (DS)

ED 028 955 SE 006 734

Messel, H.

Wyndham Science.

Sidney Univ. (Australia).

Pub Date 68

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Biological Sciences, Chemistry, College Science, \*Course Descriptions, \*Curriculum Development, Evaluation, \*Integrated Curriculum, \*International Education, Physical Sciences, Physics, Program Descriptions, Science Education, \*Secondary School Science, Textbooks

Identifiers—Australia, New South Wales, Wyndham Science

Described is the Wyndham science component of the program designed for the six years of secondary schooling for students in New South Wales, Australia. A subjective evaluation of the program and suggestions for improving course materials and teaching are given. There are six major sections in the report: (1) a general outline of the structure and purposes of the scheme, (2) the effect of the scheme on teachers and teaching, (3) a descriptive evaluation of the textbooks, (4) a discussion of the testing program, (5) a description of course aids, equipment, and laboratories, and (6) an evaluation of how the program dovetails into university courses in science. (GR)

ED 028 956

SE 006 735

Messel, H. Barker, E. N.

The General Philosophy Behind the New Integrated and Co-ordinated Science Courses in N.S.W. and the Science Foundation for Physics Textbook Series.

Sidney Univ. (Australia).

Pub Date 68

Note—15p.

Available from—Pergamon Press Ltd., Oxford, England

Document Not Available from EDRS.

Descriptors—Biological Sciences, Chemistry, \*Curriculum Development, \*Educational Programs, \*Integrated Curriculum, \*International Education, Physical Sciences, Physics, Program Descriptions, \*Secondary School Science

Identifiers—Australia, New South Wales, Wyndham Science

Described are the science syllabuses and texts for the science courses written to fulfill the aims of the new system of education in the state of New South Wales, Australia. The science course was developed in two stages: (1) A four year integrated science syllabus for grades 7-10, and (2) separate courses in physics, chemistry, and biology with only loose integration for grades 11 and 12. Brief summaries of each of the courses and general descriptions of the textbooks are included. (GR)

ED 028 957

SE 006 736

Carpenter, Charles D.

Evaluation of Mobile Science Laboratory, Final Report.

Albert Lea Public School District 241, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—DPSC-66-1057

Pub Date 69

Note—249p.

EDRS Price MF-\$1.00 HC-\$12.55

Descriptors—Biological Sciences, Conservation Education, \*Educational Programs, \*Elementary School Science, Evaluation, \*Instruction, Outdoor Education, \*Science Facilities, Science Laboratories, \*Secondary School Science, Summer Programs

Evaluated was the educational merit of a mobile science laboratory. The methodology used for evaluation was the Planning Assistance Through Technical Evaluation of Relevance Numbers (PATTERN) system. The program utilizing the mobile laboratory was shown to induce behavioral changes in students, motivate them, and create interest and excitement about science. The report describes the history, funding, equipment, and evaluation of the program, summarizes results of the study, and presents a list of recommendations. This work was prepared under an ESEA Title III contract. (GR)

ED 028 958

SE 006 737

Hertig, Willis H., Jr.

Biology in the Two-Year College, Publication No. 26.

Commission on Undergraduate Education in the Biological Sciences, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Apr 69

Note—25p.

Available from—CUEBS, Suite 403, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (Free)

Document Not Available from EDRS.

Descriptors—\*Biology, \*College Science, \*Curriculum, Educational Planning, \*Educational Programs, Junior Colleges, Personnel Needs, Undergraduate Study

Identifiers—Comm on Undergrad Education in the Biol Sciences, CUEBS

This position paper represents the consensus of the Commission on Undergraduate Education in the Biological Sciences (CUEBS) Panel on Biology in the Two-Year College. The Panel defines achievable, as well as, requisite goals and recommends methods for their implementation. Major topic headings in the pamphlet are (1) The Institution and Its Students, (2) Biology Curriculum in the Two-Year College, (3) Personnel, (4) Other Problems and Issues, and (5) The Role of National Organizations. A summary statement of recommendations is provided. (DS)

ED 028 959

SP 002 189

O'Hare, Mary Rita D.

Sensitivity Training in Teacher Education.

Pub Date 68

Note—3p.

Journal Cit—Teacher Education News and Notes; v19 n3 p8-9 14 May-Jun 68

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Feedback, Group Dynamics, Self Concept, \*Sensitivity Training, Teacher Education

Sensitivity training, a teaching-learning experience, is a group process consisting of continual interaction experiences which can effect behavior change through self-understanding in participants. Feedback is the most important element in effecting behavior change and can be expressed through two techniques: verbal, used to sensitize the participant toward focusing on the present and articulating the difference between intellectualizing and expressing feeling (such as role playing, self-description analysis, and questioning); and nonverbal used to achieve authentic and spontaneous expression of feelings (such as touch communication). Sensitivity training has been integrated into the learning experiences for teacher education at Lehman College on both the undergraduate and graduate levels to produce teachers who will be able to understand and express themselves effectively. (SM)

ED 028 960

SP 002 193

Guide to the Pennsylvania Advancement School.

PAS Summer Workshop Program, 1968.

Pennsylvania Advancement School, Philadelphia, Pa.

Pub Date 69

Note—96p.; The description of the 1968 Summer Workshop comprises 86 pages of the total

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors—\*Experimental Schools, Interinstitutional Cooperation, Laboratory Training, Teachers, \*Teacher Workshops

Identifiers—Philadelphia

The Pennsylvania Advancement School operates as a laboratory for stimulating positive change in the educational community through its programs for urban students and teachers. Sixth to eighth grade boys performing below potential in Philadelphia schools are brought to the school to participate in instructional projects during at least one 14-week session. The projects (which included Improvisational Drama and a Human Development Lab in the fall semester of 1968) transcend subject matter and encourage students to perceive, analyze, form values, and creatively act upon those values. The school also features group counseling for students and school-community follow-through on students after they have left the program. The teacher education program, which emphasizes reciprocal learning for Advancement School staff and Philadelphia teachers, includes temporary placement of staff in Philadelphia schools, acceptance of teachers for year-long residencies, field tests of school programs by teachers with staff guidance, and a summer workshop. The summer workshop for 1968, which focused on developing the teacher's individual possibilities (for personal growth and teaching) and awakening him to his role as change agent in his home school, was structured around four 1-week workshops (Simulations, Achievement Motivation, Communications, and Media) and exercises in group processes. (A description of the summer workshop program is appended.) (LP)

ED 028 961

SP 002 198

Gartner, Alan, Ed. Schroeder, Jane, Ed.

New Careers Newsletter, Vol. II, No. 5.

New Careers Development Center, New York, N.Y.

Pub Date 68

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Career Opportunities, \*Educational Programs, \*Paraprofessional School Personnel, Subprofessionals

Identifiers—Head Start Supplementary Training Program, New Careers

This newsletter capsules information on and for new careerists (paraprofessionals) for the fall of 1968. Highlighted in brief articles are the Department of Labor's financial support for the education of second-year participants in the New Careers program; the success of Head Start's Supplementary Training Program (for Head Start staff, especially paraprofessionals) in provoking educational institutions to change entrance requirements, course offerings, and credit granting; the positive effects of Minneapolis' new

careerists on their program (which includes education at the University of Minnesota) and on their kindergarten students' readiness; innovations in the use of paraprofessionals in education in Detroit, Tuscon, Berkeley, and Alabama as reported in a Bank Street College study; and research projects funded by the Office of Education for new careers in public service. (LP)

ED 028 962

88

SP 002 202

A Study of Inservice Programs in Chester and Delaware County Schools.

Service Project and Area Research Center, West Chester, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—DPSC-67-3673

Pub Date 68

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—\*Inservice Programs

Identifiers—Pennsylvania

Educators from a sample (11 percent) of public, diocesan, and independent schools in Chester and Delaware counties, Pennsylvania, were surveyed for information on the content and quality of their inservice programs for school personnel. Their responses to 16 questions (such as type of inservice activities and influence of the program on change) are categorized and interpreted. Recommendations for the counties' inservice programs, made on the basis of these responses, primarily pivot around realizing an interacting educational community (inservice workshops for K-12 professional staff, and interschool and school-community cooperation in inservice education) and continuity between daily responsibilities or needs and the inservice program (the entire staff—teachers, administrators, and supervisors—should help plan inservice programs, attend workshops—not lectures—that are designed around individual needs, receive evaluative feedback from the program, and participate in subsequent retraining based on the curriculum revisions produced at inservice meetings). (LP)

ED 028 963

SP 002 221

Lofis, Helen A.

The Student Teacher and Professional Activities.

AST Bulletin Number 27.

Association for Student Teaching.

Pub Date 66

Note—27p.

Available from—The Association for Student Teaching, NEA, 1201 16th Street, N.W., Washington, D.C. 20036 (\$1.00; No. 867-24450)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Professional Recognition, \*Student Teachers, Teacher Associations

A student teacher, whose success may depend in part upon his acceptance of professional obligations as well as opportunities, may gain insight into his professional role through participation in professional organizations (which expose him to teacher models other than his own supervising teacher and permit professional identification and enhanced self-esteem), subscription to professional publications, and attendance at local teachers' meetings to understand the nature of the school and personnel with whom he works. (A 12-item reference list is included.) (LP)

ED 028 964

SP 002 237

Twelker, Paul A.

Designing Simulation Systems.

Pub Date [69]

Note—11p.; Presented at the annual meeting of the American Educational Research Association, Los Angeles, California, February 1969

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—\*Instructional Design, \*Simulation, Systems Approach, \*Teaching Methods

This paper outlines the Teaching Research approach to designing instructional simulation systems, a three-phase approach which involves (1) determining what to teach, (2) determining how best it might be taught, and (3) validating the system. An effort is made to "expose the vital decision points" in each of the 13 steps listed: (1) Define the instructional problem, (2) Describe the operational educational system, (3) Relate the operational system to the problem, (4) Specify objectives in behavioral terms, (5) Generate criterion measures, (6) Determine ap-



propriateness of simulation, (7) Determine type of simulation required (interpersonal-ascending simulation, machine or media-ascending simulation, or nonsimulation games), (8) Develop specifications for simulation experience, (9) Develop simulation system prototype, (10) Try out prototype system, (11) Modify the prototype system, (12) Conduct field trial, (13) Make further modifications to the system deemed appropriate from field trial evidence. Included in the Step 6 outline are a list of situations in which simulation may be a useful, cost-justified method and a list of arguments against simulation. A table for use in Step 7 presents the relative advantages (in terms of 18 instructional factors) of each of three types of simulation techniques. Four references are listed. (JS)

**ED 028 965** SP 002 241  
**Operation Probe: Cooperative Urban Teacher Education.**

Association for Student Teaching; Mid-Continent Regional Education Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Pub Date Sep 68

Contract—OEC-3-7-062876-3076

Note—86p.

**EDRS Price MF-\$0.50 HC-\$4.40**

Descriptors—Culturally Disadvantaged, Educational Change, Interinstitutional Cooperation, Models, \*Teacher Education, Teacher Recruitment, \*Urban Education

Identifiers—ACM Urban Semester Program, Associated Colleges of the Midwest, Cooperative Urban Teacher Education Program, CUTE, Mid-continent Regional Educational Laboratory

The Mid-continent Regional Educational Laboratory's Cooperative Urban Teacher Education (CUTE) program, a cooperative field experience program for the recruitment and training of teachers for the inner city, is the focus for discussion of teacher education in this collection of speeches made at the Eighth National Clinic of the Association for Student Teaching. Topics which are considered in the speeches include the problems resulting from the present loading of education away from inner city problems and toward problems of the middle class; priorities in the equalization of educational opportunities, such as the resolution of racial and socioeconomic problems; a description of the Associated Colleges of the Midwest's Urban Semester program for Chicago which is similar to CUTE; a particularized presentation of the CUTE program, emphasizing behavioral objectives; the nature of the problems and factors affecting organizational change within the hierarchical bureaucratic structure of the educational system; the necessity for immediate reform in education in an innovative way; and proposals for providing for future educational needs in the CUTE program, including a teacher preparation model. (SM)

**ED 028 966** SP 002 244  
**Blumberg, Arihur**

**Developing Teacher Decision-Making Through Structural Interventions, or Decision-Making Through Structural Interventions.**

Pub Date 69

Note—14p.; Paper presented at the annual meeting of American Educational Research Association, Los Angeles, California, February 1969

**EDRS Price MF-\$0.25 HC-\$0.80**

Descriptors—Administrator Role, \*Decision Making, \*Educational Change, School Organization, \*Teacher Participation

A number of problems are encountered in "structural interventions", (direct changes introduced into the decisionmaking structure of a school) designed to create a mechanism through which teachers can exercise power over matters, internal to the school, that require decision and to provide a means through which the teachers of a school can potentially influence educational policy decisions in the community at large. The decisionmaking model we have been using emphasizes the leadership role of the principal in creating a representative body of teachers who meet, discuss problems, and make decisions on nearly all matters of school operation over which he previously had control. Central among the problems encountered are (1) the hierarchical, bureaucratic organization of schools and school

systems, (2) the fact that changing school structure does not necessarily improve decisionmaking, (3) the nature of the trust relationship between teachers and principals, (4) the teachers' lack of collaborative problem-solving skills, particularly in working with peers, (5) the time required to make a new structure work, (6) the difficulty of insuring that the new decisionmaking body is indeed representative while trying to have it act in the best interests of the total school. Both the principal and his decisionmakers need to be aware of potential organizational fall-out that requires attention to interpersonal and group processes. (JS)

**ED 028 967** SP 002 267  
**World Assembly 1968.**  
International Council on Education for Teaching, Washington, D.C.

Pub Date Jul 68

Note—42p.; Proceedings of the Conference of the International Council on Education for Teaching, Dublin, Ireland, July 1968

**EDRS Price MF-\$0.25 HC-\$2.20**

Descriptors—Educational Change, Educational Needs, Human Relations, \*Teacher Education Identifiers—Australia, ICET, International Council on Education for Teaching, Ireland, WCOTP, West Indies, World Confed. of Organiz. of Teaching Prof

Overviewing the proceedings of the July 1968 World Assembly of the International Council on Education for Teaching (ICET) at Dublin, Ireland, the major portion of this pamphlet is composed of speeches on developments and needs in teacher education. Included are a discussion of the background and future activities of ICET ("The International Council on Education for Teaching: Action for the Future"), a presentation of problems and changes in teacher education in Ireland ("Persistence and Change: The Evolution of Teacher Education in Contemporary Ireland"), a consideration of the changes in the role of the teacher in today's society ("The Personal Development of the Prospective Teacher"), and a discussion of Australian views on the need for change in teacher education ("Education and Teacher Education in Australia"). Also presented are reports on the World Confederation of Organizations of the Teaching Profession (WCOTP) conference on education and human rights (held immediately after the ICET conference), the world directory of teacher education institutes and problems in career development of education graduates from the University of the West Indies. Additional sections feature news of current events in teacher education, the revised constitution of ICET, and a list of participants at the 1968 World Assembly. (SM)

**ED 028 968** SP 002 271  
**Marshall, Jon C. Watson, Elizabeth P.**  
**Level of Congruity Found in Students' Perceptions of Their Teacher's Expectations.**

Pub Date [69]

Note—8p.; Presented at the annual meeting of the American Educational Research Association, Los Angeles, California, February 1969

**EDRS Price MF-\$0.25 HC-\$0.50**

Descriptors—\*Classroom Communication, Correlation, Educational Objectives, \*Role Perception, Secondary School Students, Student Teacher Relationship

Identifiers—WAS, Watson Analysis Schedule

It is generally assumed that the classroom teacher, through verbalization and behavioral cues, communicates to students his expectations for learning behavior in his classroom. An investigation was conducted to analyze the hypothesis that students perceive their teachers' expectations idiosyncratically. In the first study the Watson Analysis Schedule (WAS) was administered to 22 students from a 10th grade world history class toward the end of the school year. Pearson product-moment correlation coefficients were calculated between students across the 213 items of the WAS. The mean correlation was .204. A second study involving 26 students from another 10th grade world history class replicated the first. The mean correlation coefficient between students was .254. The results support the hypothesis since in the two groups one could expect about 4 percent and 6 percent overlap between two students' perceptions of specific classroom expectations. It would seem, then, that if goals are to be effectively attained, greater effort is necessary on the part of the teacher to

communicate specific role expectations for the group goals or that learning procedures and goals need to be individualized to the extent that they can become consistent with individual role expectations. (JS)

**ED 028 969** SP 002 285

**Gagne, Robert M.**

**Characteristics of Instructional Technologists.**

Pub Date Feb 69

Note—7p.; Presented to Symposium on Instructional Technologists, American Educational Research Assn. Annual Meeting, Los Angeles, February 1969

**EDRS Price MF-\$0.25 HC-\$0.45**

Descriptors—\*Instructional Technology, Job Skills, Professional Education, \*Qualifications, \*Specialists

A thoroughly planned program for instructional technologists—one including selection, education, and on-the-job training—must take into consideration the competencies and characteristics desirable in such technologists. Such requirements fall into three categories: attitudes or values, specialized knowledge, and intellectual skills or methodologies. Since an instructional technologist should be able to choose approaches to instructional design and development that are capable of empirical test and public communication, he should have a set of values that maintains empirical evidence in high regard. He will need to know something about a variety of subject matters in which he wishes to work—whether this be language and communication skills, science, technology, or equipment maintenance and repair—and he will need to know a good deal about the variety of ways in which instruction is done, whether by lecture, group discussion, laboratory, role playing, or whatever. But most important, he needs knowledge of theories about instruction and the human intellectual processes on which these are based. Such knowledge provides a means of testing new ideas and approaches by the criteria of internal logic before they are subjected to empirical test. Intellectual skills required, other than statistical competence and communication skills, are those enabling him to analyze learning outcomes, measure outcomes, and construct empirical tests of learning outcomes. (JS)

**ED 028 970** SP 002 313

**Corrigan, Dean C.**

**What Teacher Education Could and Should Be Doing in the Next Twenty Years or a New Focus on the Personal Dimension in the Education of Teacher-Scholars.**

Rochester Univ., N.Y. Coll. of Education.

Pub Date [67]

Note—84p.

**EDRS Price MF-\$0.50 HC-\$4.30**

Descriptors—Continuous Learning, Cybernetics, \*Educational Change, Human Relations, \*Individualized Instruction, Inquiry Training, Systems Analysis, \*Teacher Education, Teacher Evaluation

Presented in introductory sections of this document is a discussion of the implications of recent advances in knowledge and technology and of the population explosion: future society will have an increased emphasis on continuous learning as man's labor is replaced by machines and as the need for peaceful interaction grows. A teacher-scholar for 1988 is described as one who should possess the qualities of thought and action which encourage intelligent self-direction—a frame of reference, or educational philosophy; systematic ways of acquiring knowledge and of making decisions; and potential for creative responses to changing life situations. A unified plan for the development of self-direction and personal uniqueness of each teacher-scholar is proposed within the framework of an instructional team organization. The plan includes direct teaching experience combined with independent study, inquiry groups, professional action groups, seminars, and a close advisor-student relationship. A discussion (with diagrams) of the functions of the components of such a program is offered. Concluding sections emphasize the importance of using effectively the new instructional materials of recognizing that evaluation is a continuous process, and of developing flexible programs in which the personal uniqueness of each teacher-scholar can be developed. (SM)

ED 028 971 SP 002 330

Warnecke, Richard B. Riddle, Dorothy K.  
**The Lay Image and the Professional Role: An Exploration of Discontinuity in the Process of Anticipatory Socialization.**

Pub Date [68]

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—\*Professional Occupations, \*Role Perception, \*Socialization

Discontinuity in changing from one status or role to another lessens with knowledge of the new role (gained through observation or indirect sources such as a counselor) and acquisition of its behavioral characteristics prior to formalization of the change (anticipatory socialization). This theory presumes that the image or role expectation upon which anticipatory socialization is based is accurate. In professional roles such as nursing or teaching, however, conflicting images exist: the professional image, which accurately indicates role duties; and the public, which reflects the dramatic and stereotypic role aspects and may also be outdated. A study of teacher interns revealed that those who made the most successful transition from student to teacher entered the intern program with the clearest and most accurate image of the teacher, based on teachers whom they knew personally as well as professionally. Research on socialization for change is needed as it relates to educational and sociological problems such as urban and vocational education. (LP)

ED 028 972

SP 002 353

Van Til, William

**The Year 2000: Teacher Education.**

Indiana State Univ., Terre Haute.

Pub Date 68

Note—33p.

Available from—Indiana State University, Department of Education and Psychology, Terre Haute, Indiana 47809

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—\*Educational Change, National Demography, School Demography, \*Social Change, \*Teacher Education

In speculating about the future, scholars-prophets can account for future social changes (such as those induced by computer technology) by extrapolating current trends, but "systems breaks," or sudden changes in the characteristics of a system (caused by biological transformations for instance) may invalidate their predictions. With that in mind, American society, education, and teacher education in the year 2000 will be discussed. Over 300 million Americans (75-80 percent in urban areas) will comprise a leisure-oriented society functioning with a shorter work week, sabbaticals for laborers, computer technology, an intellectual leadership group, and persisting social ills. The greatest increase in school enrollment percentages will occur in colleges, which could be supported by the nation with its GNP of \$3 trillion. The teacher, who will be a member of a differentiated staff, may use a curriculum developed by professional federations and teach in a school serving more than academic needs. Attendance at a four-year liberal arts college, with more laboratories and field trips, may precede two years of professional education, which will also be extended to inservice teachers (during their working day) and specialists and paraprofessionals (on sabbaticals). A split between two kinds of teacher educators, scientific researchers and humanistic philosophers, may be on the horizon. (LP)

ED 028 973

SP 002 372

**Internships in Teacher Education. 47th Yearbook, 1968.**

Association for Student Teaching.

Pub Date 68

Note—224p.

Available from—Publication-Sales Section, NEA, 1201 16th St., N.W., Washington, D.C. 20036 (Stock number: 860-24468). Single copy, \$4.75

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—College School Cooperation, \*Internship Programs, Models, Practicum Supervision, Professional Training, Program Design, Staff Role, \*Teacher Education, Teacher Education Curriculum, Teacher Interns

Each chapter of this yearbook is written by a different member of the writing committee,

whose chairman, Horton C. Southworth, headed the Commission on Internships appointed in 1965 to study the teacher internship concept theoretically and report the nature of its implications across the nation. Part 1 on structure and strategies of internships includes 11 chapters: The Teacher Education Internship in Historical Perspective; A Conceptual Model of the Internship in Professional Training; Organizational Patterns: Experimentation and Research; Integration of Theory and Practice in Internship; Changing Teacher Behavior: Objective of Internship; The Supervision of Intern Teachers; Role Analysis Applied to Internship Processes; The Professional Components for Elementary School Intern Teachers; The Content of Internships: Student Experiences and Program Design in Secondary Programs; Resources for Internship; Developing Teacher Behavior in Clinical Settings. Part 2 reports results of the Commission's 1967 survey which revealed the existence of 51 internship programs functioning within the Commission's definition. Results of the questionnaire, sent to 733 members of the American Association of Colleges for Teacher Education, are reported, and summaries are presented of 13 representative programs and of interns' reactions to programs. Included is a 98-item annotated bibliography on Internships in Teacher Education. (JS)

ED 028 974

SP 002 384

Twelker, Paul A.

**Simulation: Status of the Field.**

Pub Date [68]

Note—49p.; Presented at the conference, Simulation: Stimulation for Learning, Boston, Mass., October 1968

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—Autoinstructional Methods, Computer Assisted Instruction, Management Games, Military Training, Planning, Simulated Environment, \*Simulation, Simulators, Situational Tests, Television, \*Training Techniques

This paper describes selected nonschool uses of simulation and discusses the implications of each application for education in general. Most of the applications described pertain to instruction and include the provision of an environment for exercising or practicing the application of principles or skills. Applications which are examined include (1) the use by the military of various simulator trainers, auto-instructional simulators, the Pocket Blinker and a War Wound Moulage Kit; (2) the use by the government of simulation planning exercises; and (3) the use by industry of business and management simulation games. An experiment with television-mediated simulation by a Boston UHF channel and the use of simulation in situational response testing by the American Board of Orthopaedic Surgery are also reviewed. Discussion of the implications from these applications for education includes analysis of the factors of cost of the simulation, complexity, realism, uses, and value. Forty-seven references are listed. Appended is a representative listing of "Uses of Instructional Simulation Systems in Industry, Government, the Military, and Other Non-School Uses"; information on each of the 48 items includes the name of the simulation, the designer, the target group, and a brief description. (JS)

ED 028 975

SP 002 455

**Developing Guidelines in Teacher Education; The Role of Professional Associations and Learned Societies in the Process of Accreditation in Teacher Education.**

Associated Organizations for Teacher Education, Washington, D.C.

Pub Date 69

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Accreditation (Institutions),

\*Guidelines, Teacher Education

Steps for the development of guidelines intended to facilitate the application of standards to teacher education programs during institutional self-study and accreditation processes are offered for the consideration of professional education associations and learned societies representing the various disciplines. The recommended steps are: an analysis of standards and evaluative criteria, a search of all available data on these standards, the identification of the basic issues, the drafting of tentative guidelines, a synthesis of reaction and criticism to these tentative guidelines into the form of a second draft with a

strong point of view, a feasibility study of the second draft, and submission, after final revision, to the association's constituency. The resulting guidelines are expected to be most useful when they (1) are developed as a resource for institutions in the process of improving their teacher education programs and for members of visitation teams as they assess the quality of institutional programs; (2) give consideration to the format, terminology, and substance of accreditation standards; (3) and are revised and updated periodically. (SM)

ED 028 976

SP 002 459

Edelfelt, Roy A.

**Redesigning the Education Profession.**

National Commission on Teacher Education and Professional Standards, Washington, D.C.

Pub Date Jan 69

Note—18p.

Available from—National Education Association, 1201 16th St., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Education, Educational Change, Governance, Manpower Development, \*Professional Occupations, School Organization, School Personnel, Staff Utilization, Teaching

The advent of the Education Professions Development Act (EPDA) provides hope and impetus for dramatic steps to be taken in redesigning the education profession. To contribute substantially to solving the major problems of educational manpower, school organization, and governance of the profession, the National Commission on Teacher Education and Professional Standards (NCTEPS) must reexamine its directions and emphases in light of changing problems. The problems of educational manpower include not only those of supply of personnel, but also of who is attracted to the profession, how entrance is arranged and controlled, why people stay or leave, etc. It is time to reorganize schools and to differentiate staff roles so that personnel can be deployed in ways which will make optimum use of interests, abilities, and commitments and afford teachers greater control of their own professional interests. And it is time to establish a variety of categories of teaching personnel providing career patterns which encourage them to proceed with their own professional training and development. Such changes need to be accompanied with appropriate efforts to secure their basis in law. The governance of the profession should be undergirded by legislation and policies for the protection of rights and responsibilities as well as by machinery to deal with malpractice, unethical performance, and other forms of professional and legal violation. (JS)

ED 028 977

SP 002 466

Dow, Clyde W., Ed.

**Handbook for Supervising Teachers.**

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date 68

Note—107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—Conferences, \*Cooperating Teachers, Evaluation, Lesson Observation Criteria, Lesson Plans, Manuals, \*Practicum Supervision, Preservice Education, Student Teachers, \*Student Teaching, \*Teacher Role Identifiers—Michigan State University

This handbook was prepared by 22 members of the student teaching staff of Michigan State University (MSU) as an attempt to provide concrete suggestions to assist supervising (cooperating) teachers who work with MSU student teachers. There are 10 chapters: (1) "Introduction and Goals," (2) "Roles and Responsibilities in a Cooperative Venture," (3) "Setting the Stage and Beginning Steps," (4) "From Dependence to Independence," (5) "Observing the Teaching Process," (6) "Helping Your Student Teacher Plan," (7) "How To Help Your Student Teacher Establish His Own Classroom Control," (8) "The Effective Conference," (9) "Formal Evaluations," (10) "Personal and Professional Behaviors for Supervising Teachers and Student Teachers." The handbook is designed to provide answers to such questions as these: What does MSU expect of its student teachers? Of its supervising teachers? How can supervising teachers best work with student teachers? What are the unique features of the MSU teacher education



program? What specific techniques can I use that will make me a more effective supervising teacher? References are listed for some chapters, and an index and descriptive table of contents are provided. (JS)

ED 028 978 SP 002 467

The Teacher Education Center: A Unifying Approach to Teacher Education.

Maryland Univ., College Park. Coll. of Education.

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—\*College School Cooperation, \*Experimental Schools, Inservice Teacher Education, Preservice Education, Staff Role, \*Teacher Education

This document describes the Teacher Education Center Program, a cooperative program between the University of Maryland and the public school system which has been implemented to articulate and integrate theory and practice and bring together the preservice and inservice components of teacher education. One section of the document capsules the two components of the program: the preservice component provides intensive experiences in which the student is exposed to many different teachers who serve as models, while the inservice component provides both information conferences and a formal instructional sequence (emphasizing the analysis and modification of teacher behavior, an examination of research in teacher education, the use of technology, and skills required in conferences with student teachers). Objectives of the program are outlined within the framework of joint sovereignty for teacher education between the University and the public schools. Sections on personnel role, budget, evaluation and research, and contributions to teacher education complete the document. Appended are particularized definitions of Center staff roles and duties, and criteria for staff selection. (SM)

ED 028 979 SP 002 469

McIntosh, Robert Gordon

An Approach to the Analysis of Clinical Settings for Teacher Education. The Third Florence B. Stratemeyer Lecture.

Association for Student Teaching.

Pub Date 15 Feb 68

Note—32p.; Address presented to the Annual Meeting of the Association for Student Teaching, Chicago, Illinois, February 15, 1968.

Available from—Dr. Richard Collier, Exec. Secretary, Association for Student Teaching, 1201 16th St., N.W., Washington, D.C. 20036 (free)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Educational Environment, \*Educational Specifications, \*Experimental Schools, Graduate Study, Health Occupations Education, Hospital Schools, Internship Programs, School Organization, \*Teacher Education

This paper is intended to begin laying out the organizational specifications for analyzing clinical settings in education (settings in which the activities of teacher development and educational research are carried out in close conjunction with a public school system's instructional program). Seven organizational properties important to understanding the effectiveness of a given clinical training program are identified through a comparative analysis of sociological studies of occupational training programs in various professions: (1) the program phase: disruptive or not disruptive; (2) the training environment: restrictive or open; (3) authority relationships: traditional or encouraging inquiry; (4) the setting: focused or diffused; (5) activities: their similarity to the "core tasks" of the occupation; (6) degree of visibility of learner activities; (7) degree of learner interaction with "role models." The criteria are then used in a comparative analysis of (1) traditional teacher internship programs and (2) a proposed clinical program based on that used in undergraduate and graduate training of physicians in teaching hospitals. The final section proposes a design for a "clinical school" (the organizational analogue in education to the teaching hospital) which goes further than present "laboratory schools" in research and development activities and in providing training for personnel from first-year graduate interns to senior doctoral students specializing in some aspect of teacher education. (JS)

ED 028 980

Corrigan, Dean, Ed.

The Study of Teaching.

Association for Student Teaching.

Pub Date 67

Note—96p.; Report of the Conference on Implications of Recent Research on Teaching for Teacher Education, Univ. of Rochester, N.Y., Jan. 1966

Available from—The Assn. for Student Teaching, 1201 16th St., N.W., Washington, D.C. (\$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Classroom Observation Techniques, \*Educational Research, Interaction Process Analysis, Practicum Supervision, \*Research Utilization, \*Teacher Education, Teacher Education Curriculum, \*Teaching, Training Techniques

This publication represents four years of work by the Commission on Implications of Recent Research on Teaching. An article by Henry Hermanowicz, "Studies of Teaching and Their Impact on Future Developments in Teacher Education," (ED 024 624) reviews recent critical examinations of teacher education, new developments in the systematic study of teaching, and the resultant emergence of theories of teaching. One by Martin Haberman, "Relating the Study of Teaching to Other Dimensions of Teacher Education: A Proposal," discusses four critical characteristics of a teacher education program which determine its influence on students, then presents an overview of proposed content for a professional sequence. Four presentations report action programs in different institutions which have recently changed their programs to include a new emphasis on the analytical study of teaching: (1) "Conceptual Models for the Study of Teaching in the Syracuse Inter-University Program," Thomas Clayton, (2) "The Use of Interaction Analysis at Temple University," Edmund Amidon, (3) "The Study of Teaching Behavior by Prospective Teachers," Morton Waimon, and (4) "Supervisory Conferences and the Analysis of Teaching," Dorothy McGeoch and Margaret Lindsey. "The Uses of Research on Teaching: Implications and Recommendations" by Donald Sharpe focuses on problems of dissemination and application of research. A 158-item bibliography on the Study of Teaching is included. (JS)

ED 028 981

Crossan, Donna Olson, David R.

Encoding Ability in Teacher-Student Communication Games.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Feb 69

Note—13p.; Paper read at the American Educational Research Association Convention, Los Angeles, California, February 7, 1969

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—\*Classroom Communication, Feedback, Student Reaction, \*Teacher Behavior

A two-part experiment was conducted to determine if consistent, predictable differences exist in teacher encoding ability (composed of the ability to formulate messages containing the essential information, to anticipate information needs of the listener, and to modify or recode the message from listener feedback). Twenty-eight teacher-encoders each taped instructions for a verbal task and a geometric task for sixth and twelfth grade levels in a controlled series. Students from these grade levels decoded the messages. Analysis of the resulting student scores showed significant differences in teacher encoding ability, and that the order in which the teacher taught the lesson had made a difference. (Sixth grade students did more poorly on decoding if the instructions they received had been recorded after the instructions for twelfth grade students had been recorded.) Multiple linear regression analyses were performed for each task (verbal and geometric), and each known teacher characteristic was assessed. It was found that known teacher characteristics did not predict differential success in encoding. Analyses of the instructions for each task (the message) was also conducted, revealing that redundancy and clarity tended to increase encoding effectiveness, although not significantly. (A schematic model of the teacher-child communication system is included.) (SM)

SP 002 471

ED 028 982

Koran, Mary Lou And Others

The Effects of Individual Differences on Observational Learning in the Acquisition of a Teaching Skill.

Pub Date Feb 69

Note—21p.; Presented at the annual meeting of the American Educational Research Association, Los Angeles, California, February 1969

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Films, \*Individual Differences, \*Learning, Perception, Teaching Models, Teaching Skills, \*Training Techniques, Verbal Ability

A study examined the effects of verbal and perceptual aptitudes in relation to the efficacy of two different kinds of modeling procedures (written and filmed presentations) in the acquisition of a teaching skill (analytic questioning). It was anticipated that for Ss receiving the film-mediated model, criterion scores would show stronger relation to perceptual abilities, while for Ss receiving the written model, they would show stronger relation to verbal abilities. Following administration of aptitude tests, 121 Stanford teacher trainees were randomly assigned to three treatment groups: one using a filmed portrayal of analytic questioning; one, a written text from the film sound track; and another, a control treatment which included no model. All Ss received the initial instruction and microteaching pretest followed by two cycles of models, rehearsal, and microteaching. Classroom performance measures of the use of analytic questioning in three separate microteaching sessions were obtained by four raters who independently assessed typed transcripts of the sessions; two written posttests were also administered. Results of analysis of variance showed that both modeling treatments produced greater behavior change than the control treatment, and that film-mediated modeling was consistently more effective than written modeling. Results of regression analysis indicated that visual or verbal modes of instructional presentation may or may not be related to corresponding scores of perceptual or verbal aptitude tests. (JS)

ED 028 983

Heinrich, Darlene L. McKeegan, Hugh F.

Immediate and Delayed Feedback Procedures for Modifying Teaching Behavior According to a Model of Instruction.

Spons Agency—Bucknell Univ., Lewisburg, Pa.; Office of Education (DHEW), Washington, D.C.

Pub Date [68]

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—\*Feedback, Lesson Observation Criteria, \*Lesson Plans, \*Observation, Practicum Supervision, \*Student Teaching

Two improvements in supervisory practice would improve the effectiveness of student teaching: development of a set of objectives derived from a theoretical model of instruction to allow for meaningful observation, recording, and reporting of student teacher performance, and provision of feedback to inform the student teacher of his performance in implementing the model. A study was conducted to determine whether, in a situation where a comprehensive model of instruction had already been developed, systematic feedback would improve the application of the model through reducing discrepancies between what a teacher believes she teaches and what is observed as being taught. Eight student teachers were randomly assigned to experimental and control groups. Each was observed eight times over a five-week period. Subjects gave a Lesson Plan to the observer prior to observation, gave him a Reconstructed Lesson after the observation, and later received the observer's tally of discrepancies between the Reconstructed Lesson and his Observation Record. The experimental group also received immediate feedback during observation. Data was treated via repeated measures and linear trend analysis. The major hypothesis, that there would be significant differences in the overall trend of discrepancy scores as a result of feedback, was supported. The hypothesis that there would be significant differences in discrepancy scores favoring the experimental group was not supported. (Findings relative to other hypotheses are reported and implications discussed.) (JS)

SP 002 475

ED 028 984

SP 002 479

Miller, Leon, Ed.

**The Director of Student Teaching: Characteristics and Responsibilities. Research Bulletin 7.**  
Association for Student Teaching.

Pub Date 68

Note—92p.

Available from—Publications-Sales Section, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (single copy \$1.50).

**EDRS Price MF-\$0.50 HC Not Available from EDRS.**

**Descriptors**—\*Administrative Personnel, \*Administrator Characteristics, \*Student Teaching.

This survey investigates the characteristics and responsibilities of the director of student teaching in United States colleges and universities. Consisting of explanatory sections with graphs revealing data gathered (through a questionnaire) from student teaching directors, the report covers their educational and personal characteristics (age, sex, marital status, children, educational preparation, teaching experience), their salary and fringe benefits, their work load, their job satisfaction, their responsibilities, their major problems, and the characteristics of institutions employing them. A summary of the data is presented as the concluding chapter, and the questionnaire which was used for the study is appended. (SM)

ED 028 985

SP 002 491

Dow, Clyde W., Ed.

**Program and Papers of the Second Workshop for Directors and College Supervisors of Student Teaching (Michigan State University, July 24-August 4, 1967).**

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date 67

Note—74p.

**EDRS Price MF-\$0.50 HC-\$3.80**

**Descriptors**—College Supervisors, Cooperating Teachers, Microteaching, Self Evaluation, Student Teachers, \*Student Teaching, Supervisory Training, Teacher Education, Teacher Placement, Teacher Seminars.

**Identifiers**—Michigan, Michigan State University.

This document contains eight papers prepared by workshop participants: "Placement of Student Teachers: A Cooperative Venture Between Teacher Education Institutions and Public Schools" by Donald Abernethy, Robert Highland, Richard Terry, and Ruth Wilvert; "Handbook for Student Teachers" by Sister Rose McDonnell, Sister James Rita Sims, and Sheila Stewart; "Emphasis on the Person in the Student Teaching Situation" by Michael Plourde; "Self-Evaluation for the Student Teacher" by Sister Macrina Brummer and Ermon Hogan; "Focus on Supervising Teachers' Seminars" by John Cragan, Paula Erlandson, Doveal Essex, Alyce Fleishman, John Galbreath, Ester Thrall, and Larry Veenstra; "Innovations in Student Teaching" by Robert Arends; "Microteaching" by Kent Gustafson; and "Resource Material on the National Council for the Accreditation of Teacher Education" by Sister M. John Elizabeth Keys. Short bibliographies are included. (JS)

ED 028 986

SP 002 492

Dow, Clyde W., Ed.

**Program and Papers of the First Workshop for College Supervisors and Coordinators of Student Teaching (Michigan State University, August 1-12, 1966).**

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date 66

Note—135p.

**EDRS Price MF-\$0.75 HC-\$6.85**

**Descriptors**—Classroom Observation Techniques, \*College Supervisors, \*Cooperating Teachers, Internship Programs, \*Practicum Supervision, Student Seminars, \*Student Teaching, \*Teacher Role, Teacher Seminars.

**Identifiers**—Michigan, Michigan State University.

These 23 papers, each written by a different member of the workshop, are collected as source materials for teacher educators: The Role of the Supervisor in the Teacher Education Program; Orientation Seminar for Supervising Teachers and Administrators; The Supervising Teacher's Role in the Improvement of Student Teaching (2 papers); The College Supervisor: Generalist or Specialist; A Course in Supervision of Student Teaching; Selection of Supervising Teachers;

Role of the College Coordinator in Biological Science Student Teacher Programs; The Role of the Cooperating Teacher; An Outline for Seminars for Secondary Mathematics Student Teachers; Tentative Plans for Student Teacher Orientation in a Michigan State University Resident Center; Selection of Students for a Teacher Education Program and Student Teaching; PreStudent Teaching Experiences; A Sample Seminar To Be Used Separately with Supervising Teachers and Student Teachers; A Student Teacher Seminar on Reading; Providing Elementary Classroom Experiences for Sophomores and Juniors on Campus; Survey of Internship Programs (2 papers); Outline of A Pilot Study in Secondary Internships; Some Current Practices and New Approaches in Focused Observation in Student Teaching; Ranking of Statements on Feedback Instrument for Analysis of Teaching Behavior; Sources of Student Teachers Dissatisfaction; Suggestions for Reappraisal of the Teacher Education Program in Papua and New Guinea. (JS)

ED 028 987

SP 002 500

Edelfelt, Roy

**Preservice and Professional Standards.**

Pub Date 5 Sep 68

Note—13p.

**EDRS Price MF-\$0.25 HC-\$0.75**

**Descriptors**—Collective Negotiation, Demonstration Programs, \*Education, Governance, \*Professional Occupations, School Organization, Staff Utilization, \*Standards, \*Teacher Education.

**Identifiers**—National Commission on Teacher Education and Prof., \*National Education Association, NCTEPS, NEA.

This paper, prepared for the September 5, 1968, National Education Association (NEA) Staff Conference, presents the NEA position, program, and strategy with regard to preservice and inservice teacher education and professional standards. Introductory remarks include a list of seven priorities which form the "framework of context of the NEA program"; a list of 12 goals which the Association continues to champion and promote; appraisal of the "broken-front approach" strategy which has been applied; and a list of previous NEA assumptions which have been challenged or questioned in light of experience and achievements. The bulk of the paper is then devoted to discussion of the questions of school staffing and governance of the profession, which represent new thrusts toward remaking the education profession to give teachers more control over their professional priorities and destiny. The growth over the past two years of the differentiated staffing concept is traced, and the strategy of setting up 220 demonstration centers and 85 (eventually 200) Staff Development Schools is described. The 1969 TEPS theme, "Negotiating for Professional Standards," which includes developing a model of essential state legislation for the education profession, is described. The paper closes with a series of questions designed to raise the issues the Association must face in reappraising its position, program, and strategy. (JS)

ED 028 988

24

SP 002 567

Warren, Richard L.

**Teacher Encounters: A Typology for Ethnographic Research on the Teaching Experience.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0252

Pub Date Mar 69

Contract—OEC-6-10-078

Note—21p.; Research and Development Memorandum No. 45, based on a paper presented at the Amer. Anthropological Assn. meeting, Seattle, Washington, 1968.

**EDRS Price MF-\$0.25 HC-\$1.15**

**Descriptors**—Parent Teacher Conferences,

\*Teacher Behavior, Teacher Evaluation, Teacher Role, \*Typology.

A typology of teacher encounters was derived from observations of elementary school teachers for the purposes of ordering field data and indicating teaching experiences outside the classroom which affect, through sociocultural forces, classroom teaching behavior. From observations of teacher encounters in the auditorium, faculty room, school grounds, and off-school grounds as

well as in the classroom, it is hypothesized that an infrequent encounter of one kind may in its ambiguity strain a teacher's sense of satisfaction more than another. Illustrative of this ambiguity which can be perceived as a dichotomy (such as professional-bureaucratic or authoritarian-democratic), are teacher evaluations and parent-teacher relationships. It is postulated that role expectations have been obscured or oversimplified research and that inquiry into the dichotomies of teaching will lead to more useful research and, because they reflect and reinforce values attached to teaching, provide reassurance that our research endeavors are consistent with our values. (LP)

ED 028 989

24

SP 002 568

Salomon, Gavriel McDonald, Frederick J.

**Pre- and Posttest Reactions to Self-Viewing One's Teaching Performance on Videotape.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0252-0501

Pub Date Mar 69

Contract—OEC-6-10-078

Note—18p.; Research and Development

Memorandum No. 44

**EDRS Price MF-\$0.25 HC-\$1.00**

**Descriptors**—Feedback, \*Self Evaluation, \*Teacher Behavior, Teacher Interns, Video Tape Recordings.

It was hypothesized that when no standard of "good teaching" is set for the self-evaluation of teaching performance, behavior changes and patterns of information selection would be determined by the teacher's satisfaction with his performance (the smaller the satisfaction, the fewer self-evaluating changes take place and the less teaching-related information is noticed). Each of 38 teacher interns, the subjects of this study, taught a 50-minute video-taped lesson for which no instructions on teaching standards had been provided. Immediately after the teaching session and again after viewing the tape of his performance, each student completed an attitude questionnaire consisting of eight concepts (categorized in two domains relating to the teaching situation, and two domains referring to the teacher's self-image) each rated on nine 7-point scales and had an interview to determine performance perception and satisfaction. On the basis of data collected before self-viewing, the video-taped performance record students were divided into low and high satisfaction groups and compared to determine if significant changes in concept ratings after self-viewing were due to predisposed satisfaction or dissatisfaction with the teaching performance. Results showed that when no model of "good teaching" is presented, reactions to self-viewing of teaching performance are determined largely by the viewer's predispositions. (A 15-item reference list is included.) (SM)

ED 028 990

08

SP 002 569

Tuckman, Bruce W.

**A Study of the Effectiveness of Directive Versus Non-Directive Vocational Teachers as a Function of Student Characteristics and Course Format. Final Report.**

Rutgers, The State Univ., New Brunswick, N.J. Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-6-2300

Pub Date Sep 68

Grant—OEG-1-7-062300-0345

Note—119p.

**EDRS Price MF-\$0.50 HC-\$6.05**

**Descriptors**—Behavior Rating Scales, \*Effective Teaching, Secondary School Teachers, Student Reaction, \*Student Teacher Relationship, \*Teacher Behavior, Vocational Education Teachers.

**Identifiers**—SPOTS, Student Perception of Teacher Style.

The hypothesis that, for vocational and nonvocational teachers, a directive teaching style would be more effective with concrete authoritarian students and a nondirective teaching style would be more effective with abstract, nonauthoritarian students was tested in a two-phase study. A behavior rating scale, Student Perception of Teacher Style (SPOTS), was developed and tested in phase 1, while 12 directive and 12 non-directive high school teachers (half vocational



and half nonvocational), chosen on the basis of their SPOTS scores, served with their students as subjects in phase 2. Student satisfaction with the course, student relative preference for the teacher, and student achievement (grades) were analyzed separately for vocational and for nonvocational teachers by two factors: teacher directiveness or nondirectiveness and student personality orientation (as obtained from the Interpersonal Topical Inventory and the F-scale which were completed by the students). Findings showed that all students were more satisfied with, preferred, and earned high grades from non-directive teachers in both vocational and nonvocational subjects, and that abstract and nonauthoritarian students showed differentiation between directive and nondirective teachers while concrete and authoritarian students did not. (An 86-item reference list and an appendix containing the tests used are included.) (SM)

**ED 028 991** SP 002 583  
**The College Supervisor: Standards for Selection and Function. An AST Position Paper.**

Association for Student Teaching, Washington, D.C. Commission on Standards for Supervising Teachers and College Supervisors.

Pub Date 68

Note—16p.

Available from—Publications-Sales Section, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (Single copy, \$1.00, stock no. 861-24464)

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—\*College Supervisors, Responsibility, Supervisor Qualifications, Teaching Conditions

This position paper on the college supervisor of student teaching is divided into three sections. Section one (on the selection of college supervisors) contains an enumeration of the responsibilities of the college supervisor from which general criteria can be derived for selection, assumptions on which the criteria for selection are based, the professional and personal qualifications which a supervisor should possess (the actual criteria for selection), and recommendations for establishing a basis for selection. Section two details recommendations for teaching conditions which should be followed for competent supervisors to function effectively. Section three completes the body of the document, capsuling guidelines which help the supervisor to establish the dimensions of his role and structure a desirable setting for student teaching and supervision. (SM)

**ED 028 992** SP 002 593

**Youth Tutoring Youth: Supervisor's Manual.**

National Commission on Resources for Youth, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 68

Contract—DOL-42-7-001-34

Note—61p.

**EDRS Price MF-\$0.50 HC-\$3.15**

Descriptors—Cross Age Teaching, Disadvantaged Youth, Evaluation Criteria, Instructional Materials, Recruitment, \*Supervisory Activities, Training Techniques, \*Tutorial Programs

Identifiers—Youth Tutoring Youth

Part one of this manual introduces the supervisor to the Youth Tutoring Youth program and outlines his particular responsibilities; the outline also provides a guide to seven resource chapters in part two which contain specific information about how to fulfill the responsibilities. Through the resource chapters, information on the following subjects is made available to the supervisor, who is responsible for training tutors (14- and 15-year-old underachievers who are enrolled in the enrolled in the In-School Neighborhood Youth Corps), helping recruit tutors and tutees (younger underachievers), and testing and evaluating tutor and tutee progress: (1) role-playing as a method for training tutors—a guideline and sample transcript; (2) workshops for training tutors in creating individual lessons for tutees, relating trips and community resources to tutees, administering information tests, writing daily lesson plans, using audiovisual aids, and maintaining good relations with tutees; (3) tutor remediation—suggested improvement activities for the tutor aside from tutoring; (4) tests and evaluation—types of data the supervisor might find useful to collect; (5) tutor

and tutee recruitment; (6) materials for training supervisors, aides, and tutors and for explaining the program to others; and (7) commercial materials—a list of art materials and annotated lists of reference books, games, workbooks, and reading materials for tutors and tutees. SP 002 625 and SP 002 204 are related documents. (LP)

**ED 028 993**

Wood, Samuel E. And Others

**A Factor Analysis of Three Sets of Simultaneously Collected Observational Data: Theory and Implications.**

Pub Date 69

Note—31p.; Paper read at Symposium of American Educational Research Association program, February 5-8, 1969, Los Angeles, California

**EDRS Price MF-\$0.25 HC-\$1.65**

Descriptors—\*Classroom Observation Techniques, Educational Theories, Student Teacher Relationship, Teacher Education Identifiers—Florida Taxonomy of Cognitive Behavior, FTCE, RCS, Reciprocal Category System, Teacher Practices Observational Record, TPOR

Data from three classroom observation instruments (Florida Taxonomy of Cognitive Behavior, Reciprocal Category System, and Teacher Practices Observational Record), used simultaneously by three-member teams to observe 117 teachers and their students, were subjected to factor analysis to identify and define their discrete and overlapping areas and, more broadly, to test multidimensional instrumentation (cognitive, experimental, socioemotional). Results of the study favored multidimensionality as it permits a more diversified system of interrelationships to be analyzed. Specifically, results suggested that high levels of student cognition are related to the student-centeredness and warmth (socioemotional climate) of the classroom environment and to student behavior rather than to the teacher's cognitive level. Regarding the socioemotional climate in particular, it was found that the components of indirect behavior such as teacher warmth and positive reinforcement are not related in the experimental behavior dimension, and that the pattern of teacher behavior is as important as the behaviors themselves. (A seven-item bibliography is included.) (LP)

**ED 028 994**

Van Mondfrans, Adrian P. And Others

**Student Attitudes and Achievement in an Educational Psychology Course after Micro-teaching.**

Pub Date Feb 69

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, February 1969

**EDRS Price MF-\$0.25 HC-\$0.80**

Descriptors—\*Academic Achievement, Educational Courses, \*Microteaching, \*Teacher Attitudes

The effects of a microteaching experience on the achievement and attitudes of teacher candidates enrolled in a basic educational psychology course was investigated. A class of 137 students was randomly split into five discussion groups (which met once a week); the students of one group participated in microteaching-feedback-reteaching experiences (the MT group) while students in the other groups discussed tests, texts, and papers (control groups). Student achievement scores from papers and exams, student responses to items of the Purdue Rating Scale for Instruction (PRSI) for evaluating the overall course and instructor, and student responses to a discussion section evaluation questionnaire were each analyzed for differences between the control groups and the MT group. Results showed no significant differences in academic achievement between the two groups; significant differences for PRSI analyses—the MT group rated the overall course instructor less favorably and the laboratory aspects and relevancy of the course to teaching more favorably than did the control groups; and significant differences in questionnaire responses—the MT students perceived greater learning and course relevancy to teaching. (A nine-item bibliography is included.) (SM)

**ED 028 995**

Bondi, Joseph C., Jr. Ober, Richard L.

**The Effects of Interaction Analysis Feedback on the Verbal Behavior of Student Teachers.**

Spons Agency—Florida Educational Research and Development Council, Gainesville.

Pub Date Feb 69

Note—19p.; Paper read at the annual meeting of the American Educational Research Association, Los Angeles, Calif., Feb. 5-8, 1969

**EDRS Price MF-\$0.25 HC-\$1.05**

Descriptors—\*Feedback, Interaction Process Analysis, Student Teachers, \*Teacher Behavior, \*Verbal Communication Identifiers—Flanders System of Interaction Analysis

To investigate the effects of interaction analysis feedback on the verbal behavior of student teachers, 40 college seniors enrolled in an elementary teaching program were randomly selected and divided into experimental and control groups. Following training in interaction analysis during an academic quarter, subjects were assigned to eight elementary schools for student teaching and were systematically observed (for 15 minutes weekly for eight weeks) by raters trained in a 13-category modification of Flanders' system of interaction analysis. Following each observation matrices and information sheets were constructed for all student teachers, but were presented only to those students in the experimental group during a weekly discussion session (in which performances from previous weeks were compared, the value of feedback was discussed, and verbal performances were related to lesson types). Twenty-four selected student-generated verbal behaviors (analyzed by the Flanders' system) were subjected to analysis of variance for significant differences of means between the experimental and control groups for all weeks combined. Results showed that for student teachers who received analyses, feedback differed significantly from those who did not in 15 of the 24 analyses, exhibited more indirect verbal behaviors and in addition, used significantly less teacher-initiated talk with more student-initiated talk. (A 10-item reference list is included.) (SM)

**ED 028 996**

Barbee, Don

**Differentiated Staffing: Expectations and Pitfalls.**

National Commission on Teacher Education and Professional Standards, Washington, D.C.

Pub Date Mar 69

Note—8p.; Paper developed at NCTEPS write-in on school staffing patterns

Available from—Publications-Sales Section, NEA, 1201 16th St., N.W., Wash., D.C. 20036 (Stock No. 521-15638, \$1.00 in quantity; single copy free, NCTEPS, same address)

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—\*Staff Utilization

Once a differentiated staffing pattern has been adopted—with the understanding that it is not a panacea—staff members have an obligation to minimize distinctions of rank and prevent organizational rigidity by contributing in role areas other than their own and sharing in decisionmaking. Teacher aides are not expected to be substitutes for teachers (who may wish to move into ancillary positions of planning and directing); nor does their employment necessarily signify a decrease in expenditures. Personality conflicts which may appear with team or group teaching may be resolved through therapeutic activities such as sensitivity training or through rotation of assignments. (LP)

**ED 028 997**

**Youth Tutoring Youth. Final Report.**

National Commission on Resources for Youth.

Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jan 69

Contract—DOL-42-7-001-34

Note—91p.

**EDRS Price MF-\$0.50 HC-\$4.65**

Descriptors—\*Cross Age Teaching, Disadvantaged Youth, \*Educational Strategies, Program Evaluation, Underachievers Identifiers—Youth Tutoring Youth

The results of a study conducted by the National Commission on Resources for Youth, Inc. (NCRY) to demonstrate the feasibility of a Youth Tutoring Youth program (designed to put 14- to 15-year-old disadvantaged underachievers to work as paid tutors of similar elementary school children) for possible implementation as a project of the Neighborhood Youth Corps (NYC) are the subject of this final report. Opening sections describe the philosophy of the tutoring program, emphasizing its several levels of impact

(improvement of self-concept, study habits, tutor work, schoolcommunity relationship, and school reform efforts toward dropout prevention) and the history of the program, outlining two demonstration projects and a program model (developed from the demonstration projects) used to develop and construct replicate programs. Brief descriptions of NCRY strategies for implementation and of the 1968 implementation of replicate programs in 13 cities, two community-controlled schools, and one rural area are offered in the following section. Closing sections deal with measuring the success of the Youth Tutoring program (assessing the problems of evaluating programs which involve behavioral change, defining the goals of the program, and discussing the case of a representative tutor) and future NCRY assistance to NYC. Appended are a description of the Philadelphia Public School program and of internships, one of the NCRY strategies for implementation. SP 002 593 and SP 002 604 are related documents. (SM)

ED 028 998 24 SP 002 632  
Ramirez, Judith Valla

**Teacher Behavior in Role-Playing: A Study in Interaction Analysis.** Research and Development Memorandum No. 43.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No—BR-5-0252-43

Pub Date Feb 69

Contract—OEC-6-10-078

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Grade 6, Research Needs, \*Role Playing, Student Teacher Relationship, \*Teacher Behavior

An analysis of the teacher behaviors conducive to successful student role-playing was made. Four teachers experienced in role-playing participated in 10 video-taped role-playing sessions with sixth grade students. Using the Flanders system, an overall interaction matrix was constructed based on data gathered from three of the 10 sessions. Also, to test for significant differences among four sequential teacher role-playing functions (derived from a grouping of teacher behaviors), separate interaction matrices were formed for each: Teacher-dominated interaction to acquaint the students with the problem (warm-up), balanced student teacher interaction as the problem is explored (discussion), student-dominated interaction in role assumption and problem-solving (role-playing), and balanced interaction in reviewing major ideas derived from the session (summary). For control purposes, similar student-teacher interaction matrices from a previous study were obtained and contrasted with the overall and the role-playing function matrices. Results of analyses showed significant differences between the four role-playing functions, and in student teacher interaction between the conventional classes and the role-playing classes when analyzed for role-playing function. However, no significant overall differences in interaction were found between the two types of classes. (SM)

ED 028 999 24 SP 002 633  
Sharpe, Donald M.

**Isolating Relevant Variables in Student Teaching Assessment.** Final Report.

Indiana State Univ., Terre Haute. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No—BR-6-1321

Pub Date Jan 69

Contract—OEC-3-7-061321-0342

Note—171p.

EDRS Price MF-\$0.75 HC-\$8.65

Descriptors—Lesson Observation Criteria, \*Measurement Instruments, \*Predictive Validity, \*Reliability, Secondary School Teachers, Student Teachers, Teacher Behavior  
Identifiers—Secondary Student Teacher Performance Profile, SSTPP, TCAP, Teacher Classroom Activity Profile

Two instruments for evaluating the classroom behavior of secondary student teachers, the Secondary Student Teacher Performance Profile (SSTPP) and the Teacher Classroom Activity Profile (TCAP), were developed and tested for reliability and predictive capacity. The SSTPP is

comprised of nine bipolar, research-based criteria (such as Friendly vs. Aloof); five deal with personality, two with logical thinking, and two with organization. The TCAP categorizes seven classroom activities, which together encompass four levels of behaviorally defined intellectual activity: managing, informing, thinking, and thinking about thinking. The instruments were subjected for three years to five treatment patterns (which varied as to number of observers and classroom visits per student teacher, time between observations, and observer training) to determine the effects of different observer patterns on reliability. Use of the TCAP revealed that only 10 percent of the classroom time was devoted to reasoning and thinking—which suggests a need for curriculum revisions. Relationships between SSTPP data and other data (such as grade point average) were not high enough to be of predictive value. The highest observer training: the next highest which approached acceptability (.80), was team observation. (Research which influenced the development of the instruments is reviewed and a 68-item bibliography is included.) (LP)

ED 029 000 24 SP 002 634

Ross, Marlene, Comp.

**School-College Collaboration in Preparing School Personnel: A Guide to Selected Documents in the ERIC Collection, 1966-1968.**

National Education Association, Washington, D.C. ERIC Clearinghouse on Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date May 69

Contract—OEC-0-8-080490-3706-010

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—\*Annotated Bibliographies, \*College School Cooperation, Educational Change, Educational Television, \*Inservice Programs, Interagency Cooperation, School Community Cooperation, State Departments of Education, \*Teacher Education, Teacher Rating  
Identifiers—National Defense Education Act Institutes, NDEA Institutes

This is a guide to 82 documents which are abstracted for RESEARCH IN EDUCATION (RIE) from November 1966 to December 1968 on preparing school personnel through the collaboration of schools, colleges, agencies, organizations, state departments of education, and the community. Part one presents summaries of the RIE abstracts in the following categories: type of collaboration; type of inservice program, including ones for urban and rural environments, the gifted, and specific curriculums; training programs; television as an inservice tool; merit rating of teachers; and change. RIE abstracts of the documents are reproduced in part two as the annotated bibliography. (LP)

ED 029 001 24 SP 002 635

Cronbach, Lee J. Snow, Richard E.

**Individual Differences in Learning Ability as a Function of Instructional Variables.** Final Report.

Stanford Univ., Calif. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Bureau No—BR-6-1269

Pub Date Mar 69

Contract—OEC-4-6-061269-1217

Note—221p.

EDRS Price MF-\$1.00 HC-\$11.15

Descriptors—\*Academic Aptitude, \*Individualized Instruction, \*Interaction Process Analysis, Learning Theories, Personality, Programmed Instruction, Research Design, Research Methodology, Research Needs, Students

Identifiers—Aptitude Treatment Interaction, ATI

This document focuses on how research which investigates the interaction between learning abilities and instructional treatments (Aptitude Treatment Interaction or ATI) should proceed. Previous research related to ATI is evaluated in the context of the ATI premise that characteristics of learners affect their attainment of educational goals (outcomes from treatments). Previous research was found to be inadequate because of weak methodology, inappropriate hypotheses, and lack of replication. Guidelines for future research, introduced throughout the document, encompass design, methodology, and conceptual stages (such as understanding how general ability

enters into a pupil's learning). In relation to two ATI goals (different instructional methods for different kinds of students should be employed to achieve the same educational goals, and personality dimensions as well as aptitude should be a criterion for placement rather than for rejection or selection in a program), research evaluation uncovered the following: learning rate is a false issue; general ability is related to learning in conceptual tasks; rote and meaningful instruction may serve different kinds of students; the principles governing the matching of learner to individualized instructional environment are not yet known; and the thinking on personality variables as they relate to instruction is in a primitive state. A 221-item reference list is included. (LP)

ED 029 002 24 SP 002 638

Engbretson, William B.

**Curricular Relevance in Teacher Education.**

American Association for Higher Education,

Washington, D.C.

Pub Date 68

Note—12p.; Chapter 20 of Stress and Campus Response, Current Issues in Higher Education 1968, San Francisco, Jossey-Bass, 1968.

Available from—Jossey-Bass Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 (\$7.75)

Document Not Available from EDRS.

Descriptors—College School Cooperation, Disadvantaged Youth, \*Educational Change, Interdisciplinary Approach, Staff Utilization, \*Teacher Education, Training Laboratories

Identifiers—Cooperative Urban Teacher Education Program, Elementary Inservice Mathematics Program, New Elementary Teacher Education Program, Project 120, Sausalito Teacher Education

Major trends toward increasing curricular relevance in teacher education are discussed. These include concern for the education of teachers of disadvantaged youth and a return to the concept of early direct and laboratory experience programs exemplified in the San Francisco State College-Sausalito Teacher Education Project, STEP (see ED 023 633), Western Michigan University's Masters Degree Program for the Teaching of Culturally and Educationally Deprived Youth, Hunter College's Project 120, and the Kansas City-Regional Educational Research Laboratory-Liberal Arts Colleges' Program (see SP 002 249). A corollary trend toward broadening social understanding is seen in the University of New Mexico's New Elementary Teacher Education Program, the University of Georgia-State Department-Public Schools' Elementary Inservice Mathematics Program, and the University of Maryland's Teacher Education Center (see SP 002 467). Significant trends toward relevance in inservice teacher education include college-school cooperation in followup programs for beginning teachers, the reinvolvement of professors in the classroom, and programs such as the Office of Education's Triple-T project. Increasing utilization of an interdisciplinary approach in teacher education and research and emphasis on the teaching staff (including staff differentiation and the study of teacher behavior) compose additional major trends in increasing relevancy in teacher education. (SM)

ED 029 003 24 SP 002 647

**Education and the Disadvantaged American.**

Educational Policies Commission, Washington, D.C.

Pub Date 62

Note—42p.

Available from—National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (\$1.25 clothbound, \$3.35 paper self-cover, discounts on quantity orders)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Cultural Disadvantage, \*Disadvantaged Youth, \*Educational Needs, Public Support

Identifiers—United States

Migration of the culturally disadvantaged from the South, Southwest, and Puerto Rico to urban areas in the United States has revealed that their education and culture are inadequate to cope with modern urban life. The education of disadvantaged youth, made difficult by their mobility, is further impeded by home and community life, lack of educational funds, and inappropriate curricula. The school must attempt to modify the



home and community as well as expand the mental and physical horizons of the students. To counter the specific effects of migration, reading readiness should be developed in kindergartens throughout the country, student records should be kept ready for transfer, and student placement should be immediate. The school should feature small classes with specialists and teachers who respect the students, an administration which is free to encourage experimentation, and after hours use of facilities for study and recreation. Yet to realize equal opportunities for all people, the public must back the schools by providing jobs and ending discrimination. (LP)

**ED 029 004** SP 002 650

**Social Responsibility in a Free Society.**

Educational Policies Commission, Washington, D.C.

Pub Date 63

Note—39p.

Available from—National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (\$1.25 clothbound; \$0.35 paper self-cover; discounts on quantity orders)

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

**Descriptors—**\*Citizenship Responsibility, Public Policy, \*School Role

**Identifiers—**United States

The health of modern American society depends upon the social responsibility of its citizens; yet this responsibility, rooted in the home and school, has not been adequately developed. It is the role of the elementary school to offer children a secure place in which to learn and act independently of the home; to develop within them an understanding of concepts, such as interdependence, which nurture social conscience; and to provide examples, through its teachers, of interpersonal sensitivity. In the secondary school and college, the student should continue to acquire factual knowledge and develop a sensitivity to philosophical questions, both of which are necessary for reasoned social responsibility. Yet the schools and colleges, with the cooperation of the public, must also offer the student opportunities for participation directly in community life. Outlets must be provided for young adults to be of service to society, even after they have left school; thus far bureaucracies and many youth agencies, devoted to the very young, have not satisfied their needs. (LP)

**ED 029 005** SP 002 651

**Universal Opportunity for Early Childhood Education.**

Educational Policies Commission, Washington, D.C.

Pub Date 66

Note—14p.

Available from—National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (Single copy \$0.25; discounts on quantity orders)

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

**Descriptors—**\*Early Childhood Education, \*Educational Objectives

All children should be given the opportunity to begin school at the age of four at public expense. Research and experience show that the first four or five years of life are the most active mentally and physically, and children of those ages profit from a wide variety of activities and relationships. A school program adapted to four- and five-year-olds would have four broad objectives—emotional security and self-respect, responsible social relations, physical well-being, and intellectual growth in curiosity, language, readiness, and listening and observing abilities. Such a program, which would develop children who are eager and ready to learn, would require changes in first grade curriculums. It would also mean a decrease in the need for later remedial education and an increase in the capabilities and joys of the population. (LP)

**ED 029 006** SP 002 656

**Tuckman, Bruce W., Ed. O'Brian, John L., Ed.**

**Preparing to Teach the Disadvantaged: Approaches to Teacher Education.**

Pub Date 69

Note—332p.

Available from—The Free Press, 866 Third Avenue, New York, New York 10022

**Document Not Available from EDRS.**

**Descriptors—**\*Disadvantaged Youth, Institutes (Training Programs), Interdisciplinary Approach, Practicums, Sensitivity Training, \*Teacher Education, Teacher Education Curriculum, Urban Education

**Identifiers—**Hunter College, Project Beacon of Yeshiva University, Rutgers University

This book is divided into three sections in which the authors of the articles which comprise the book discuss the problems of teaching and understanding the disadvantaged. The articles presented in section 1 ("The Problem as Viewed by an Interdisciplinary Team") deal with the characteristics of the disadvantaged (including discussions of the problems of disadvantaged societies and of stigmatized youth, problems arising from teacher condescension, the power of guidance counseling, the need for integration rather than compensatory education, and the importance of vocational education). The articles in section 2 ("The Problem as Viewed by Educational Practitioners") describe individual programs for teaching disadvantaged youth which emphasize teacher sensitivity in curriculums of vocational training combined with practical experience. Articles in the final section ("Approaches to Teacher Education") offer comprehensive descriptions of four programs for preparing teachers to teach the disadvantaged: a recommended master's degree program to prepare effective, empathetic teachers through the integration of practicums with an interdisciplinary approach, a six-week summer institute to increase teacher self-understanding and human relations skills through sensitivity training, an ongoing comprehensive project to advance theory and practice in educating the disadvantaged, and a new master's degree program to prepare experienced teachers for the inner city. (SM)

**ED 029 007** SP 002 657

**Stone, James C.**

**Breakthrough in Teacher Education.**

Pub Date 68

Note—206p.

Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California, 94111 (HC \$7.50)

**Document Not Available from EDRS.**

**Descriptors—**Elementary School Teachers, \*Experimental Programs, Masters Degrees, Models, Secondary School Teachers, \*Teacher Education, Teacher Education Curriculum

**Identifiers—**Ford Foundation

This book assesses 43 experimental teacher education programs supported by the Ford Foundation from 1958 to 1963. Following a description of the setting in which these programs began (part 1), part 2 analyzes the programs (grouped according to type—undergraduate, five or fifth year, and Master of Arts in Teaching) along with their conventional counterparts at the same universities. Features common to the successful programs, which in some cases caused change throughout the university, were seen to be the outstanding quality of the students and directors; cooperation among public schools, education departments, and academic departments (as in redesigning a teacher education curriculum); and earlier laboratory training. In the remainder of part 2 and all of part 3, six programs are individually assessed: unique features are emphasized, such as the University of Hawaii's breakthrough within a centralized state education system, and failures are diagnosed. The final section (part 4) which summarizes the accomplishments and deficiencies of the experiment, ends with a paradigm for instituting curricular experiments and three school organization models. (LP)

**ED 029 008** SP 002 661

**Homework Helper Program; Elementary School**

**Curriculum: Grades 3, 4, 5, 6.**

New York City Board of Education, Brooklyn, N.Y.

Pub Date [63]

Note—19p.

**EDRS Price MF-\$0.25 HC-\$1.05**

**Descriptors—**\*Elementary School Curriculum, Grade 3, Grade 4, Grade 5, Grade 6

**Identifiers—**Homework Helper Program, New York City

The New York City Board of Education's curriculum for grades three through six, particularly for high school tutors engaged in a com-

pensatory, supportive tutorial program with students at these grade levels (the Homework Helper Program) is presented. Broad objectives of the curriculum are specified, featuring the development of character, pride and respect for American heritage, health attitudes, individuality, learning skills, inquiry abilities, appreciation of beauty, interpersonal competence, and an awareness of economic processes. Curriculum areas (including language arts, social studies, mathematics, the arts, and physical activities) are presented with their specific time allotments for each grade level. The remainder and major portion of the document defines each curriculum area with specific objectives and scope for the four grade levels. (SM)

**ED 029 009** SP 002 681

**Smith, Louis M.**

**Classroom Ethnography and Ecology.**

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 69

Note—31p.; Presented to the ASCD 14th Annual Western Research Institute, San Francisco, April 24, 1969

**EDRS Price MF-\$0.25 HC-\$1.65**

**Descriptors—**\*Classroom Research, Curriculum Evaluation, Educational Psychology, \*Observation

Direct observation of the classroom should be used to generate as well as verify hypotheses about classroom environment and activities. For example, a case study of one classroom (SP 002 697), which was compiled from field notes, discussions, and teacher's written comments, led to the concept of pupil-teacher "contracts" and to hypotheses about teacher awareness. (This method applies not only in the field of educational psychology, but also in supervision and curriculum evaluation.) During subsequent testing of hypotheses, visits to the classroom and school serve to confirm, supplement, or alter conceptions about feedback derived from other sources, such as questionnaires. The validity of classroom observation can be increased with a multimethod, multiperson, multisituation, and multivariable matrix. (A 26-item reference list is included.) (LP)

**ED 029 010** TE 000 356

**Hillier, Robert L.**

**A Spelling/Writing Project Becomes an English**

**Program.**

Glenview Public Schools, Ill.

Pub Date [67]

Note—8p.

**EDRS Price MF-\$0.25 HC-\$0.50**

**Descriptors—**Composition (Literary), \*Composition Skills (Literary), Elementary Education, English Instruction, \*English Programs, Language Skills, Linguistics, Phonology, Pretesting, Spelling, \*Spelling Instruction, Study Skills, Vocabulary Development, Word Frequency, Word Lists, \*Writing

An experimental program was initiated into the Glenview (Illinois) Public Schools in 1964 to help elementary students learn to spell correctly and to write fluently. The spelling approach was based on the assumptions that students learn correct spelling best from a word list, that an initial test identifies normally misspelled words, and that students should master first the spelling of words used most frequently in their writing. A list of words to be taught was prepared from the written vocabulary of Glenview children in grades 2-6. Establishment of this spelling program led to the development of a total English program in which spelling was placed in its proper "frame of reference as one aspect of revision and proofreading." This program emphasizes written expression and encompasses six major areas at each elementary grade: language development, syntax, study skills, composition (various types of writing), mechanics, and spelling. (MM)

**ED 029 011** TE 000 883

**Searles, John R.**

**Structural and Traditional Grammar: Some Uses and Limitations.**

Pub Date 65

Note—37p.

Available from—Jarvis E. Bush, Director of Special Publications, Wisconsin Council of Teachers of English, Wisconsin State Universi-

ty, Oshkosh, Wisconsin 54901 (Cat. No. A-3, \$1.00)

#### Document Not Available from EDRS.

**Descriptors**—\*English Instruction, \*Grammar, Intonation, Language Skills, Language Usage, Linguistics, Punctuation, Sentence Diagramming, Sentences, Speech, \*Structural Grammar, Structural Linguistics, \*Traditional Grammar.

The advantages and weaknesses of conventional grammar and structural linguistics are the subjects of this pamphlet. Reasons given for the widespread attack on conventional grammar are that it has resulted in repetitive and time-consuming instruction, has not improved the students' language skills, has been confused with language usage, and does not accurately describe present-day English. However, certain concepts associated with conventional grammar (logical sentence completeness, modification and subordination, coordination and parallel construction, basic sentence patterns, and simplified sentence diagramming) are shown to be applicable in preventing some serious errors in expression. An examination of the concepts of structural grammar draws attention to the structuralists' emphasis on the spoken language and to the ways that intonation can be a guide to punctuation. (JS)

ED 029 012

TE 001 084

Madsen, Alan L.

#### A Study of Responses of Prospective English Teachers to a Test on Theories of Literary Criticism. Interim Report.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPT), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—HE-145

Bureau No.—BR-5-0789

Pub Date Oct 68

Contract—OEC-5-10-029

Note—96p.

EDRS Price MF-\$0.50 HC-\$4.90

**Descriptors**—Books, Education Majors, English Education, English Instruction, \*Independent Reading, Literary Conventions, \*Literary Criticism, Literary Genres, Literature, Program Evaluation, Seniors, \*Student Testing, \*Teacher Education, Teacher Education Curriculum, Tests, Theories, Vocabulary

This study was designed to (1) determine whether prospective English teachers who had taken a course in literary criticism differed significantly from those who had not, and (2) discover what books on critical theory students had read and whether a relationship existed between number of books read and scores on a literary criticism test. A test was developed to measure students' critical vocabulary and their understanding of the theories of the New Criticism, New-Aristotelianism, and Archetypal Criticism. It was validated by selecting only those items from an experimental form of the test on which a group of specialists agreed. The test was administered to 262 seniors enrolled in English teacher-training programs at 10 Illinois colleges and universities during 1967-68. Results indicated (1) that undergraduate students who had taken a literary criticism course had a greater, more systematic understanding of critical theory than those who did not; (2) that independent reading had little or no effect on test scores; (3) that a majority of the books read dealt with New Criticism; and (4) that undergraduate courses are more effective in imparting an understanding of critical theory than in conveying a critical lexicon. (The test is included.) (LH)

ED 029 013

TE 001 296

Marshman, Roger

#### Aspects of Junior School Drama—A Discussion.

Pub Date May 67

Note—5p.

Journal Cit—Opinion, The Journal of the South Australian English Teachers' Assn.; v11 n1 p31-4 May 1967

EDRS Price MF-\$0.25 HC-\$0.35

**Descriptors**—Acting, Creative Activities, \*Creative Dramatics, Dance, \*Drama, Dramatics, \*Elementary Education, \*English Instruction, Literature Appreciation, Skits, \*Teaching Techniques, Theater Arts

Stimulating and enjoyable dramatic activities in the classroom can nurture children's natural sympathies with drama. Re-acting a portion of a second-rate television show can help children

become more perceptive critics and prepare them to view better drama that the teacher could bring to the classroom. Free, creative rhythmic movement allows children to use their imaginations, while observation of the emotional and physical states of others gives them an understanding of people—the real basis for acting. Dramatizing a story is another enjoyable class activity that can lead to the students' desire to produce a play based on the story. For such productions, the children can solve the problems of setting, exposition, properties, and costumes. Using spontaneous dialog and the intimacy of floor-level presentations, students can give successful performances. (JS)

ED 029 014

TE 001 298

Turner, G. W.

#### The Language of Modern Prose.

Pub Date Aug 67

Note—7p.

Journal Cit—Opinion, The Journal of the South Australian English Teachers' Assn.; v11 n2 p14-9 Aug 1967

EDRS Price MF-\$0.25 HC-\$0.45

**Descriptors**—Composition (Literary), \*English Instruction, Language, Language Patterns, Language Rhythm, Language Styles, Literature, \*Oral Communication, \*Prose, Speech, Speech Skills, Twentieth Century Literature, Writing, Writing Skills, \*Written Language

A delineation of the differences between speaking and writing should clarify the functions and possible future of prose. Speech has a speaker to provide language with inflectional stress and a visible audience to respond immediately to that language. On the other hand, prose ("an art of written language")—which is separated in time from an invisible, unknown audience—requires the controlled elaboration of complex thought, an analysis of the processes contributing that thought, and a synthesis of the experience of the writer and his audience. Prose today must also be artfully disguised as "just talk" to compete with the pervasiveness and informality of spoken language. Consequently, modern prose style no longer reflects the balanced emphasis of 18th-century literary constructions, but rather communicates a sense of personal immediacy often at the expense of articulate order, depending on the reader to supply far subtler effects than can be managed by either punctuation or structure. Prose of the future, instead of competing with spoken language to gain an audience, should concentrate on its own best task of preserving the ideals and permanent records of a literate community. (JB)

ED 029 015

TE 001 299

Keneally, Tom

#### A Novelist Looks at Prose Writing.

Pub Date Aug 67

Note—8p.

Journal Cit—Opinion, The Journal of the South Australian English Teachers' Assn.; v11 n2 p34-40 Aug 1967

EDRS Price MF-\$0.25 HC-\$0.50

**Descriptors**—\*Composition (Literary), Creative Writing, Descriptive Writing, Expressive Language, Language, Language Patterns, Language Rhythm, \*Language Styles, Language Usage, Literary Criticism, Novels, Poetry, \*Prose, Symbols (Literary)

The practicing writer encounters four determinants of his use of prose. First, the language itself determines the expression: English, with its wealth of words and styles and with few traditional restrictions, provides problems of choice and temptations to overwrite. Second, the application of verse forms to the novel and a demand for consistently arresting language patterns encourage writers to strive for extravagant effects. A third determinant is the attitude of the writer toward his characters and what he is expressing. This "tone of mind" may vary from the simplicity expressed in Hemingway's sentences to the complexity in Patrick White's varied syntax. Fourth, a writer's use of language is determined by the range of styles he has available for adaption: frequently style is influenced by the writer's concurrent reading, and the second draft of the novel must assimilate a multitude of styles. Ideally, the language should arise from the vitality of the novel. A style can be noticeable but it should remain a medium for expression, not an end in itself. Australian novelists face peculiar problems in their lack of a literary community, their coloni-

al self-consciousness, and the difficulty of symbolically using the Australian landscape. (LH)

ED 029 016

TE 001 304

McKenzie, K. A.

#### Approach to Poetry.

Pub Date Dec 67

Note—5p.

Journal Cit—Opinion, The Journal of the South Australian English Teachers' Assn.; v11 n3 p45-8 Dec 1967

EDRS Price MF-\$0.25 HC-\$0.35

**Descriptors**—\*English Instruction, Language Rhythm, Language Styles, \*Literary Analysis, \*Literary Conventions, Literary Criticism, Literature, Literature Appreciation, \*Poetry, \*Teaching Methods

Teachers have to decide what poems should be taught and how they should be presented. The teacher ought to choose poems which he himself likes and which he expects that his students will like. Once chosen, the poem needs to be taught as a "meaningful whole" with emphasis on its unique structure and shape and on the significance of the parts in relation to the whole. The poem should be studied as a poem, not as an element of biography or history. Finally, musical elements of the poem, heard as it is read aloud, add to the enjoyment of the poem and, in fact, may be an integral part of its meaning. (JS)

ED 029 017

TE 001 317

Parker, Robert C.

#### What Is English? What Should It Be? An Essay Review.

Pub Date Dec 68

Note—5p.; Review of "12,000 Students and Their English Teachers: Tested Units in Teaching Literature, Language, Composition," by the College Entrance Examination Board's Commission on English (Princeton, N.J.: CEEB, 1968). \$5.50

Journal Cit—The Independent School Bulletin; v28 n2 p53-6 Dec 1968

EDRS Price MF-\$0.25 HC-\$0.35

**Descriptors**—\*Composition (Literary), Composition Skills (Literary), \*Curriculum Guides, \*English Instruction, \*Language, \*Literature, Literature Programs, Novels, Poetry, Secondary Education, Short Stories, Student Evaluation, Student Interests, Student Writing Models, Teaching Methods, Teaching Techniques

Identifiers—\*12,000 Students and Their English Teachers

The College Entrance Examination Board's volume, "12,000 Students and Their English Teachers" (see ED 023 661), offers sample units that form a "sensible" and "imaginative" approach to teaching English. The language and composition sections present activities for teaching writing that range from basic standard exercises to an examination of cartoons. The literature section discriminates among approaches to teaching literature at different grade levels and approaches to teaching the same grade. Features of the book that should be popular with students include the cross-genre discussions, the structuring of units to enable students to verbalize their own perceptions, and a variety of topics for class discussion and writing assignments. Other valuable features are the utilization of visual materials and the editors' detailed commentary and rating of numerous student writing samples. (LH)

ED 029 018

TE 001 318

Veith, Donald P.

#### Dialect and Linguistic Change.

Pub Date 68

Note—5p.

Journal Cit—California English Journal; v4 n3 p52-5 Fall 1968

EDRS Price MF-\$0.25 HC-\$0.35

**Descriptors**—\*American English, Cultural Factors, Cultural Isolation, \*Diachronic Linguistics, \*Dialects, English, \*English Instruction, Language, Language Standardization, Language Usage, \*Linguistic Patterns, Linguistics, Mutual Intelligibility, Nonstandard Dialects, Regional Dialects, Social Dialects, Social Influences, Social Isolation, Synchronic Linguistics

For the beginning or general student, dialectology and the history of the English language can both be taught with a common frame of reference provided by certain principles of linguistic change. Related in obvious ways with the history of language but often overlooked in di-



alectology, these principles are (1) that any living language is certain to be changed by its speakers, (2) that speakers who use a language together change it similarly, (3) that different languages become more alike as their speakers communicate with one another, and (4) that speakers who use a language separately change it differently. For instance, because the speakers of Indo-European separated into groups isolated from one another, the natural changes which occurred in the language differed from group to group until the resultant languages became mutually unintelligible. Similarly, dialect differences now common in the United States have occurred because of the isolation of various groups in the culture and can be explained in terms of linguistic change. Dialects, which are now maintained because a child learns the dialect of his acquaintances, will converge when the various groups in the culture interact with one another. (JS)

ED 029 019

TE 001 322

Schulz, H. James

**A Comparative Study of the Effects of the Rhetorical Approach and the Grammatical Approach in the Teaching of English Composition at Woodridge High School.**

Boston-Northampton School District, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 67

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

**Descriptors**—\*Composition (Literary), Composition Skills (Literary), Curriculum Development, \*Curriculum Evaluation, Curriculum Planning, English Curriculum, \*English Instruction, Experimental Teaching, Grammar, \*Rhetoric, Secondary Education, Student Evaluation, Student Reaction, Student Testing, Traditional Grammar

A program of new approaches to teaching composition, funded under an ESEA Title 3 grant, led English teachers at Woodridge High School, Peninsula, Ohio, to test two theories: (1) that no significant difference in writing skills would exist between students exposed to the traditional, formal grammar course and those taught composition through the examination and imitation of writing models, and (2) that students would increase their ability in other English-related areas by using the time previously spent on formal grammar. The principal test instruments—student questionnaires and the Iowa Tests of Educational Development—were administered to over 400 students in grades 9-12. Results from the evaluation conditionally verified the two original hypotheses and indicated that the new composition course based on a rhetorical approach was more effective than the previous grammatical approach. (LH)

ED 029 020

TE 001 346

**Classroom Practices in Teaching English, 1968-1969: A Sixth Report of the NCTE Committee on Promising Practices.**

National Council of Teachers of English, Champaign, Ill.

Pub Date 68

Note—129p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 00830, HC \$1.25)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

**Descriptors**—Classroom Libraries, \*Composition (Literary), Creative Dramatics, Diachronic Linguistics, Drama, \*English Instruction, Independent Reading, Individualized Instruction, \*Language, \*Literature, Mechanical Teaching Aids, Multimedia Instruction, Newspapers, Non-graded System, Oral Expression, Poetry, Remedial Reading, \*Teaching Techniques

Twenty-five articles describing techniques for teaching English are organized under four headings: language, literature, composition, and miscellany. Included in the language section are discussions of an oral language program for 3- to 5-year-old disadvantaged children, of language development through creative dramatics, of a junior high school program requiring students to match language to purpose, and of approaches to an in-depth study of American English. The section on literature presents plans for an independent reading program, techniques for teaching poetry, methods of studying drama and present-

ing dramatizations, a program on book evaluation and rating, and guides for organizing a class library. The composition section includes techniques for making writing more pleasurable, for combining composition and speech, for guiding collaboration in student writing, for using newspapers to teach organization and slides to teach imagery, for developing humor in composition, and for helping remedial writers overcome feelings of inferiority. The last section includes descriptions of a project aimed at teaching recognition of order and form in speaking and writing, a nongraded senior high language arts program, a Program of Individualized English Methods, and the use of mechanical teaching aids. (LH)

ED 029 021

TE 001 348

Lueders, Edward, Ed.

**The College and Adult Reading List of Books in Literature and the Fine Arts.**

National Council of Teachers of English, Champaign, Ill.

Pub Date 67

Note—446p.

Available from—Washington Square Press, Simon & Schuster, Inc., 630 Fifth Avenue, New York, New York 10020 (Stock No. W-1035, \$0.90); or NCTE, 508 South Sixth St., Champaign, Ill. 61820 (Stock No. 42607, \$0.90)

Document Not Available from EDRS.

**Descriptors**—Adult Education, \*Annotated Bibliographies, \*Art, Art Appreciation, Bibliographies, \*Books, \*Literature, Literature Appreciation, \*Music, Paperback Books, Reading, Reading Materials

The 760 books included in this reading list are judged "especially valuable, important, and rewarding for intelligent, interested, but essentially nonprofessional, college and adult readers." Each entry is annotated, editions are frequently noted, and paperback availability is indicated. The books are arranged according to subject—literature, music, and art—and each subject is further divided into more specific topics, e.g., American fiction, British literary criticism, linguistics. (LH)

ED 029 022

TE 001 351

Ziegler, Fred H., Schulz, H. James

**Film Study Course, Tenth Grade.**

Boston-Northampton School District, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 65

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

**Descriptors**—\*Curriculum Guides, \*English Instruction, \*Films, \*Film Study, Grade 10, Mass Media, Photography, Secondary Education, Teaching Methods, Teaching Procedures

**Identifiers**—David and Lisa, Lord of the Flies

Part of a language arts program developed under an ESEA Title 3 grant, this curriculum guide for film study in the 10th grade is intended to help students (1) view films more critically, (2) understand the procedures of film making, and (3) appreciate the film as a work of art. Nine films are recommended for viewing, and sample lessons, including objectives and procedures, are given for "Lord of the Flies" and "David and Lisa." Teaching procedures suggested for these films range from having the students read and write reviews of the films to their working with "visual motifs," or single photographs which create an emotion or project a feeling within the audience. (JS)

ED 029 023

TE 001 353

Siegfried, William

**Contemporary Drama in the English Class.**

Pub Date Oct 68

Note—6p.

Journal Cit—Arizona English Bulletin; v11 n1 p20-4 Oct 1968

EDRS Price MF-\$0.25 HC-\$0.40

**Descriptors**—\*Drama, \*English Instruction, Films, \*Literary Analysis, Literary Conventions, Literary Criticism, Literary History, Literature Appreciation, \*Teaching Methods, Twentieth Century Literature

Various approaches that teachers can use to help students interpret contemporary plays are presented in this discussion of teaching drama. Plays discussed include two from the Theater of Illusion ("Look Back in Anger," "A Raisin in the Sun"), two from the Theater of the Absurd ("Rhinoceros," "Rosencrantz and Guildenstern are Dead"), and two from Epic Theater ("Becket"

and "Sergeant Musgrave's Dance"). Other plays that may be read for discussion in conjunction with those above are listed, and the availability of filmed versions is noted. (LH)

ED 029 024

TE 001 361

Jacobs, Paul H.

**Criteria for Evaluating High School English Programs.**

Pub Date Dec 68

Note—22p.

Journal Cit—English Journal; v57 n9 p1275-296 Dec 1968

Document Not Available from EDRS.

**Descriptors**—Composition (Literary), Curriculum Evaluation, English Curriculum, \*English Departments, English Instruction, \*English Programs, \*Evaluation Criteria, Evaluation Methods, \*High School Curriculum, Language, Literature, Physical Facilities, \*Program Evaluation, Reading, Speech, Student Evaluation, Teacher Education, Teacher Evaluation

This checklist is designed to assist English teachers and departments in analyzing and evaluating their current programs. It is divided into four parts: (1) the basic organization and procedures of the English program (25 criteria), (2) the physical provisions for English instruction, both facilities and equipment (11 criteria) and materials (2 criteria), (3) the qualifications of English teachers (7 criteria), and (4) the English curriculum and instruction (103 criteria). The curriculum checklist is subdivided into three sections: the curriculum as a learning system, the curriculum as a whole, and the various parts of the curriculum—literature, language, composition (both written and oral), reading, and speech. (LH)

ED 029 025

TE 001 363

Goldberg, Mark F., And Others

**Listening to Understand and Speaking to be Understood: Curriculum Units For The Average Non-College Bound Ninth or Tenth Year Student.**

Pub Date 67

Note—36p.; Project completed under Title I grant in 1967, in New Rochelle, New York

EDRS Price MF-\$0.25 HC-\$1.90

**Descriptors**—Communication (Thought Transfer), Communication Skills, \*English Instruction, Language Skills, Listening, \*Listening Skills, \*Oral Communication, Propaganda, Semantics, \*Speaking, Speech, Speech Education, Speech Improvement, Speech Skills, Student Participation, Teaching Guides, \*Teaching Methods, Verbal Communication

The two teaching units in this document present listening and speaking as dynamic skills and emphasize learning through discovery and induction. "Listening to Understand" encourages the student to participate primarily as a member of a group rather than as an individual. Classroom exercises are listed for teaching students efficient listening, the nature of sound, the effect of environmental contexts on sound, the function of word order, changes in language meaning, the techniques used in propaganda and commercials, and the functions of music. "Speaking to be Understood" encourages the student to participate as an individual and offers more opportunity for inferential learning. Methods of teaching basic communication, language learning and dialect, semantics, voice and speech improvement, and oral literature are presented. (LH)

ED 029 026

TE 001 367

Walden, James, Ed.

**Oral Language and Reading: Papers Collected from the 1967 Spring Institutes on the Elementary Language Arts.**

National Council of Teachers of English, Champaign, Ill.

Pub Date 69

Note—112p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 26974, \$1.75)

Document Not Available from EDRS.

**Descriptors**—\*Applied Linguistics, Dialects, Elementary Education, \*English Instruction, Inservice Teacher Education, Language Arts, Language Learning Levels, Language Research, Linguistics, \*Oral Communication, Oral Expression, Oral Reading, Psycholinguistics, Reading, \*Reading Development, \*Reading Instruction, Reading Programs, Reading Research, Teaching Methods

How oral language is related to reading and how the English teacher can effectively exploit this relationship are the subjects of this book containing papers from the 1967 NCTE spring institutes for elementary teachers and supervisors. Walter J. Moore examines the role of the reading teacher and points out the value of this book for directing inservice education in linguistics. A knowledge of psycholinguistics in relation to the teaching of elementary language arts is discussed by John B. Carroll. Jean Berko Gleason outlines recent findings on how children use language at various age levels and relates these findings to teaching practices. Wick R. Miller discusses the reading-language acquisition relationship and suggests that teaching methods are less important than the child's personal initiative. Henry J. Sustakowski summarizes recent discoveries in linguistics and illustrates their relevance for English teachers. Three types of classroom problems involving linguistics and reading are examined by David W. Reed, and the reasons for using more than one English dialect are set forth by Roger W. Shuy. The function of oral language in language learning and some ways in which it can be combined with other aspects of the linguistic program are suggested by Walter Loban. (LH)

ED 029 027 TE 001 368

Emery, Raymond C. Houshower, Margaret B. **High Interest—Easy Reading for Junior and Senior High School Reluctant Readers.**

National Council of Teachers of English, Champaign, Ill.

Pub Date 65

Note—40p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 43009, \$1.00)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Books, \*English Instruction, \*High Interest Low Vocabulary Books, \*High School Students, Independent Reading, Literature, Reading, \*Reading Development, Reading Difficulty, Reading Interests, Reading Level, Reading Materials, Recreational Reading, Retarded Readers, Supplementary Reading Materials.

Over 350 books chosen to meet the needs of the reluctant reader in junior and senior high school are grouped under 10 topical headings: Adventure, Animals, Biography, Family Life, Folk Tales, Informational, People, People with Foreign Setting, Vocational, and Poetry. Brief annotations and approximate reading and interest levels by grade are given for each book. A sample reading interest inventory, a bibliography of sources consulted for this study, suggestions for dealing with reluctant readers, and lists of reading improvement materials and book clubs for teenagers are also included. (LH)

ED 029 028 TE 001 371

Godshalk, Fred I. **And Others**

**The Measurement of Writing Ability.**

College Entrance Examination Board, New York, N.Y.

Pub Date 66

Note—84p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N. J. 08540 (Stock No. 251700, \$1.50; or NCTE, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 31209, \$1.50)

Document Not Available from EDRS.

Descriptors—\*College Entrance Examinations, Composition (Literary), \*Composition Skills (Literary), Educational Testing, \*English Instruction, Essays, Essay Tests, Evaluation Criteria, Grading, Measurement Instruments, \*Measurement Techniques, Multiple Choice Tests, Secondary Education, Test Construction, Test Reliability, \*Test Validity

This study investigated the validity of various approaches to the measurement of English composition skills. Over 600 11th and 12th-grade students were asked to write five 20-minute essays on different topics, to take six objective tests of writing ability, and to do two interlinear exercises. Twenty-five experienced readers assigned scores of three, two, or one to each essay. The total of the 25 scores per essay became the criterion for evaluating the validity of the objective tests and interlinear exercises. The sums of 20 ratings on four of the essay topics became the criterion for evaluating the fifth topic as a predictor. Later, a larger number of readers regarded

the essays on two of the topics to assess the effects of reading under field conditions. Findings indicated that (1) the reliability of essay scores is primarily a function of the number of different essays and the number of different readings, (2) objective questions designed to measure writing skills prove to be highly valid when evaluated against a reliable criterion, and (3) the most efficient predictor of a reliable direct measure of writing ability is one which includes essay questions or interlinear exercises combined with objective questions. (Tables presenting data from the study are included.) (JS)

ED 029 029

Alley, Alvin Douglas

**Creative Thinking and Rhetoric: Implications of Selected Theories of Creativity for the Teaching of Rhetoric in the Secondary Schools.**

Pub Date 67

Note—127p.; Ph.D. Dissertation, Florida State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-335, Microfilm \$3.00, Xerography \$6.20)

Document Not Available from EDRS.

Descriptors—\*Composition (Literary), Composition Skills (Literary), Concept Formation, \*Creative Thinking, Creative Writing, Creativity, Creativity Research, Educational Philosophy, \*English Instruction, Expository Writing, Logic, Psychology, \*Rhetoric, Secondary Education, Symbols (Literary), \*Teaching Methods, Thought Processes

In this study, an analysis of the various theories of creativity was made to formulate guiding principles for teaching "creative rhetoric" in the secondary schools. The following basic assumptions were made: (1) Rhetoric is concerned with man's problems. (2) Rhetoric is a synthesis of the imaginative and rational processes. (3) Acts of rhetoric are cumulative. (4) Creative rhetoric is a questioning and a challenging. (5) The process of creative rhetoric is disruptive. (6) Creative rhetoric involves internal and external language and the perception of relationships. (7) A creative rhetoric is based on preconscious processes and is in harmony with democratic ideals. The steps in the rhetorical process appeared to be preparation, genesis of an idea, exploration, incubation, illumination, slanting, argument, reincubation, and revision. To educate for a creative rhetoric, the teacher must understand how man develops his ability to think, to arrive at insights, to acquire facility with signs and symbols, and to synthesize all these into a coherent prose. The teacher must also understand such principles as the need for repose before the final revision of the composition, the necessity of class discussion to enhance the writing-thinking process, and the need to aid students in opening themselves to a world of events and ideas. (Author/JB)

ED 029 030

Basco, Joseph Anthony

**Sector Analysis: An Approach to Teaching Fourth Grade Students Certain Aspects of English Sentence Structure.**

Pub Date 67

Note—140p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-2411, Microfilm \$3.00, Xerography \$6.60)

Document Not Available from EDRS.

Descriptors—Complexity Level, Composition Skills (Literary), \*English Instruction, \*Grade 4, \*Grammar, Instructional Materials, Language, Linguistics, Sentences, \*Sentence Structure, Skill Development, \*Teaching Methods, Testing

In this study, fourth-grade materials based on a linguistic approach to grammar known as sector analysis were devised, field-tested, and evaluated. Two socioeconomically similar fourth grades—experimental and control groups—were pre- and post-tested to find possible changes in the complexity of their sentence structure after the experimental group was taught the materials employing sector analysis. A Structure Complexity Scale was developed for evaluation of the students' writing samples. Three comparisons were made between the pre- and post-test Structure Complexity Scores: between the class groupings, between groups set up according to I.Q.'s, and

between groups set up according to Composite Language Arts Scores. It was concluded that (1) fourth-graders can learn sector analysis as developed in the materials used in the study, (2) intelligence level and previously learned language skills are not factors in learning sector analysis, (3) the Structure Complexity Scale is able to discriminate between students sentence structures in respect to complexity, and (4) teachers who are consulted during the development of new materials teach these materials enthusiastically. (Author/JB)

ED 029 031

Farmer, Capen

**Words and Feelings: A Developmental Study of the Language of Emotion in Children.**

Pub Date 67

Note—153p.; Ph.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-14,040, Microfilm \$3.00, Xerography \$7.20)

Document Not Available from EDRS.

Descriptors—Affective Behavior, \*Age Differences, \*Child Development, Communication (Thought Transfer), Communication Skills, Emotional Development, \*Emotional Experience, Emotional Problems, \*Expressive Language, Language Research, Sex Differences, Student Reaction, Verbal Ability, \*Verbal Communication, Verbal Development, Verbal Learning

This study examines ways in which children verbalize emotional experiences at successive age levels. Four groups of 16 boys and girls each drawn from the second, fourth, sixth, and eighth grades of a middle class private school in New York City were asked to describe happiness, sadness, love, anger, and fear. Raw protocols were scored according to a Content Analysis system of 100 specific categories pooled into seven major response categories: Physiological, Functioning, Speech and Expressive Behavior, Interpersonal, Attitudinal, Control-Time, and Arousal of Other Emotions. Results indicated that (1) mean total responses generally increased with age; (2) boys differed little from girls in mean total emotional responses, but girls gave more speech and expressive behavior responses; (3) descriptions of Happiness and Sadness were primarily characterized by Functioning responses, Angry and Loving by Interpersonal responses, and Scared by Functioning and Physiological responses. The children's emotional profiles were compared with those of adults. The findings suggested two hypotheses for future research: (1) the interdependency of affective and cognitive development, and (2) the relationship between the broader developmental problems encountered by the child and the nature of his emotional descriptions. (Author/LH)

ED 029 032

De Sousa, Albert M.

**The Effect of Training on the Listening Ability of Seventh Grade Students.**

Pub Date 67

Note—118p.; Ed.D. Dissertation, Rutgers-The State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-14,419, Microfilm \$3.00, Xerography \$5.80)

Document Not Available from EDRS.

Descriptors—Educational Research, \*English Instruction, Grade 7, \*Junior High School Students, Language Arts, Language Skills, \*Listening, Listening Comprehension, Listening Habits, \*Listening Skills

The purpose of this study was to determine the effect that systematic training in purposive listening has on seventh-grade pupils. Ninety subjects were randomly selected and assigned to three groups: an experimental group which received purposive listening treatment, an isolated-control group which received instruction in literature study with no systematic attention given to listening skills, and a control group. Listening ability was measured by the "Sequential Tests of Educational Progress" Listening Section (Form A for the pre-test and Form 3B for the post-test). Pre- and post-test means as well as gain score means were compared by a one-way design of the analysis of variance technique to determine whether the differences among the groups were statisti-



cally significant. The "Duncan's New Multiple Range Test," which tested for significance of differences between all possible pairs of means, was also applied if the obtained F-ratio were significant. Findings indicated that purposive listening instruction produced significant measured improvement in the listening ability of seventh-graders. (Author/JS)

ED 029 033 TE 001 376

Boze, Nancy Smith  
A Content Analysis of the Methods Course for the Teaching of English in Secondary Schools.

Pub Date 66  
Note—136p.; Ed.D. Dissertation, Texas Technological College  
Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 66-12,756, Microfilm \$3.00, Xerography \$6.60)

Document Not Available from EDRS.

Descriptors—Content Analysis, Educational Needs, Educational Philosophy, English Education, \*English Instruction, Methodology, \*Methods Courses, Psychology, \*Secondary School Teachers, \*Teacher Education, Teacher Education Curriculum, Teacher Improvement, Teacher Qualifications, \*Teaching Skills

Through the completion of a questionnaire-rating scale, three juries composed of authorities in education and English, of communication arts coordinators, and of outstanding English teachers helped to identify and rank common competencies and concepts that all prospective English teachers should acquire in their English methods courses, and suggested possible inclusions in teacher-training programs. Of the 56 competencies, those receiving top rank included (1) the ability to guide critical thinking, speaking, writing, and listening, (2) the ability to present varied approaches to literature and composition, (3) an understanding of the value of personal and class objectives, (4) an understanding of the means of planning sequential work that is logical to students, and (5) the ability to motivate students through a variety of means. The juries suggested that additional teacher preparation should be provided in the history and study of the English language, in approaches to teaching composition, and in methods of teaching reading at all levels. Although it was conceded that present professional education does not meet these requirements, it was also concluded that no 3-hour, 1-semester course could teach education, methodology, psychology, and an academic subject. (Author/JS)

ED 029 034 TE 001 377

Ellis, William Geiger, Jr.  
The Use in Writing of Currently Taught Methods of Paragraph Development.

Pub Date 67  
Note—89p.; Ed.D. Dissertation, University of Virginia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-3135, Microfilm \$3.00, Xerography \$4.60)

Document Not Available from EDRS.

Descriptors—Composition (Literary), \*Composition Skills (Literary), \*Educational Research, \*English Instruction, \*Expository Writing, \*Paragraph Composition, Paragraphs, Teaching Methods, Textbook Content, Writing, Writing Skills

The purpose of this study was to determine the extent to which the currently taught methods of paragraph development are actually used in contemporary expository writing. Composition textbooks published since 1960 were examined to ascertain which methods of development are being taught. To discover the types of paragraph development found in current writing, 100 paragraphs were analyzed from each of three sources: letters to a newspaper editor, articles from a professional journal, and articles from a magazine. The analysis of all 300 paragraphs indicated that (1) eight of the nine textbook methods of paragraph development were used at the following rates: examples (24%), details (22%), reasons (8%), chronology (6%), contrast (1%), definition (1%), repetition (1%), and cause-effect (1%); (2) the textbook method of comparison was not used; and (3) 35% of the paragraphs studied were not developed by textbook methods. (Author/JS)

ED 029 035 TE 001 378

Bishop, Inez Euline  
The Comparison of a Conventional Method of Teaching Spelling with a Method Emphasizing Proofreading as an Integral Part of a Spelling Program.

Pub Date 65  
Note—123p.; Ed.D. Dissertation, University of Illinois

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 66-4144, Microfilm \$3.00, Xerography \$6.00)

Document Not Available from EDRS.

Descriptors—Achievement Gains, Comparative Analysis, \*Conventional Instruction, Educational Research, Elementary School Students, \*English Instruction, \*Experimental Teaching, Grade 5, Spelling, \*Spelling Instruction, \*Teaching Techniques

The purpose of this investigation was to determine, on the mean factor, the difference between the spelling achievement of a group of students taught spelling by a conventional method and the achievement of a group of students taught spelling by a method emphasizing proofreading activities reinforced by a study of the variant and the more regularly spelled sounds of the English spoken language. A sample of 102 students from six fifth-grade class sections in two schools was selected for evaluation. The difference between the two groups was determined on the basis of the pre- and post-test scores of two tests; the Metropolitan Achievement Spelling Subtest and a dictated spelling word test prepared by the investigator. Results indicated that (1) no significant difference existed between the two groups in the pre- and post-test situations of the Metropolitan Achievement Spelling Subtest, (2) no significant difference existed between the groups in the pre-test procedures of the dictated spelling word test, and (3) on the post-test of the dictated spelling word test, a significant difference was determined in the direction of the group focusing on proofreading. (Author/LK)

ED 029 036 TE 001 380

Geiger, Evangeline Drury  
An Investigation of Three Methods of Teaching Vocabulary at the Junior High Level.

Pub Date 67  
Note—174p.; Ed.D. Dissertation, University of California, Berkeley

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-7, Microfilm \$3.00, Xerography \$8.00)

Document Not Available from EDRS.

Descriptors—Educational Research, \*English Instruction, \*Junior High School Students, Programmed Instruction, Programmed Materials, \*Programmed Texts, Programmed Units, Secondary Education, \*Teaching Methods, Teaching Techniques, Vocabulary, \*Vocabulary Development

This study of methods of teaching vocabulary in the junior high school investigated three approaches: use of a programed text in vocabulary development that emphasized context clues, use of the programed text augmented by listening assistance, and use of the programed text augmented by a word-analysis supplement. Over 300 students with I.Q.'s between 75 and 125 (3 experimental groups and a control group) were tested by comparing pre- and post-tests in reading, vocabulary development, and the ability to generalize word meanings. During the 6 weeks of the study, the experimental groups devoted 15 minutes a day to vocabulary development using the programed text or the programed text with a designated supplement. Analysis of covariance, tests of significance, and correlation techniques were used in the treatment of data. Results indicated that vocabularies of seventh-grade students can be enlarged by using a programed text emphasizing context clues, that listening assistance contributes to retention and is an effective reinforcement for programed instruction in developing vocabulary and comprehension, and that a word-analysis supplement does not contribute to the effectiveness of a programed text in vocabulary development emphasizing context clues. (Author/JS)

ED 029 037 TE 001 382

Smith, Eugene H.  
Teacher Preparation in Composition. NCTE/ERIC Studies in the Teaching of English.

National Council of Teachers of English, Champaign, Ill. ERIC Clearinghouse on Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 69  
Contract—OEC-1-7-070870-5050

Note—64p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 21023, \$1.50)

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—College Instruction, \*Composition (Literary), Composition Skills (Literary), Creative Writing, Educational Objectives, Elementary Education, \*English Instruction, Experience, Oral Expression, Preservice Education, \*Rhetoric, Secondary Education, Speech Skills, \*Teacher Education, Teacher Education Curriculum, \*Teaching Methods

This assessment of the current state of preparation of teachers of composition points out deficiencies in programs and suggests ways to improve them. It defines composition as both oral and written discourse; describes the actual job of teaching composition; defends John Dixon's thesis that experience should be the focus for teaching composition; briefly reviews typical preservice programs for teachers of composition; critiques freshman and advanced composition courses, speech courses, and English methods courses; discusses the possible influence of the English profession as it is exemplified in the "Guidelines for the Preparation of Teachers of English-1968"; and presents an exemplary program of preparation for the teaching of composition, with the suggestion that four competencies be developed—literacy (or performance with language), pedagogy, knowledge of rhetoric and linguistics, and knowledge of psychology and philosophy of language. (JB)

ED 029 038 TE 001 383

Bridge, Ethel Brooke  
Using Children's Choices of and Reactions to Poetry as Determinants in Enriching Literary Experience in the Middle Grades.

Pub Date 66  
Note—164p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-6246, Microfilm \$3.00, Xerography \$7.60)

Document Not Available from EDRS.

Descriptors—\*Elementary Education, Elementary School Students, \*English Instruction, \*Enrichment, Grade 4, Grade 5, Grade 6, Literature Appreciation, \*Poetry, Predictive Measurement, Student Interests, \*Student Reaction  
More than 1000 fourth, fifth, and sixth graders from suburban New Jersey communities were tested on their choices of and reactions to poetry on the assumption that their likes and dislikes could provide determinants for enriched literary experiences in the middle grades. The 200 poems chosen for the experiment represented a variety of content, mood, vocabulary, and poetic form. During an 8-week period, each of the poems was read twice to the children who rated each poem according to a poetry rating scale and who responded voluntarily to three questions about the poem's content and their personal reactions to it. An analysis of the data indicated that both boys and girls in all three grades liked poems related to their own interests and experiences, humorous poems, and poems with strength of rhythm and rhyme. It was concluded that the poetry selections of this study cannot be graded and that an enriching literary experience for children in the middle grades should encompass the whole range of man's poetic effort. (Author/JB)

ED 029 039 TE 001 385

Zimmerman, Howard C., Ed.  
Ideal Designs for English Programs. Educational Comment/1968.

Toledo Univ., Ohio. Coll. of Education.  
Pub Date 68  
Note—88p.

Available from—Editor, Educational Comment, College of Education, The University of

Toledo, 2801 West Bancroft Street, Toledo, Ohio 43606 (Free single copy; \$1.00 per copy for class set)

**Document Not Available from EDRS.**

**Descriptors**—Composition (Literary), Composition Skills (Literary), English Curriculum, English Departments, \*English Instruction, \*English Programs, Language, Literature, Problem Solving, Reading, \*Secondary Education, Units of Study (Subject Fields)

The nine essays in this document are concerned with "what, ideally, should make well-balanced, efficient programs in English for students in grades 9-12 in the comprehensive secondary schools of the future." James Sledd maintains that leaving teachers free to guide students in reading good books and in writing is more important to a successful curriculum than any "mechanical junk about cumulation and integration and sequentiality." Neil Postman states that a curriculum should produce good learners, i.e., people good at asking questions and solving problems. William W. West suggests principles around which to organize the curriculum. A rotating unit approach is proposed by R. Baird Shuman and a modular English program by J. N. Hook. Joseph Mersand presents a thematic organization in which language, literature, and composition can be unified. These three aspects of English are then treated individually by Donald F. Sattler. Herbert H. Sandberg stresses articulation between elementary and secondary curriculums. Finally, conceptions of the discipline of English, typical approaches of conceptions of the discipline of English, typical approaches to English curriculums, and guidelines for evaluating curriculum designs. (JS)

ED 029 040 48 TE 001 389

Young, Richard

**Problems and the Process of Writing.**

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1784

Pub Date Nov 68

Contract—OEC-3-6-061784-0508

Note—10p.; Paper delivered before the National Council of Teachers of English, Milwaukee, Wisconsin, Nov. 29, 1968

**EDRS Price MF-\$0.25 HC-\$0.60**

**Descriptors**—\*Cognitive Processes, \*Composition (Literary), Composition Skills (Literary), Concept Formation, Decision Making Skills, \*English Instruction, Logic, Motivation Techniques, Problems, \*Problem Solving, Rhetoric, \*Teaching Methods, Writing

In the last few years, a rhetoric of inquiry has emerged to complement the rhetoric of the finished word. New interest in the "pre-writing" activities—e.g., audience analysis, concept formation, and the discovery of judgments which order and give meaning to experience—has manifested itself both in research into the nature of these activities and in the development of heuristic procedures to carry out these activities more efficiently. However, recent research has ignored the motivation for engaging in pre-writing activities. The very earliest stages of the writing process actually begin as the writer discovers that he is psychologically uncomfortable about some violation to his image of the world and wished to resolve the difficulty. He then analyzes and articulates the opposing components of his image, describes its origins, and specifies, in the form of a question, what he believes will resolve the inconsistency or eliminate the problem which is, at the outset, unknown to him. Because problems are important incentives to action, writing instruction should teach not only the nature and articulation of problems, but also should sharpen the student's awareness of his own cognitive life and encourage him to believe that events in it are appropriate subjects for investigation. (JB)

ED 029 041 TE 001 391

Heissler, John M.

**A Fact-Finding Survey of the Present Status of the Teaching of English in Grades 7, 8, and 9 in Illinois Schools. Interim Report.**

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPE), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—HE-145

Bureau No—BR-5-0789

Pub Date Aug 68

Contract—OEC-5-10-029

Note—33p.

**EDRS Price MF-\$0.25 HC-\$1.75**

**Descriptors**—Departmental Teaching Plans, \*English Instruction, Inservice Teacher Education, Junior High School Role, \*Junior High Schools, Language Arts, Secondary School Teachers, \*Teacher Attitudes, \*Teacher Background, Teacher Certificates, Teacher Education, Teacher Improvement, Teacher Participation, Teacher Supervision, \*Teaching Conditions

Identifiers—Illinois

A fact-finding survey based on a questionnaire answered by 418 Illinois English teachers examined the teaching of language arts in grades 7, 8, and 9 in Illinois. It showed that teachers get very little supervision, that they feel that they need improvement in teaching composition, reading, and the "new grammar," and that composition should be emphasized more than it is. In their preparation, the majority of the teachers had courses in methods but only about half had any preparation in reading methods and in literature for young people. Less than a third had courses in advanced composition. Half held the secondary certificate, and a little more than a third held the elementary. Seventy-one percent held bachelor's degrees; 21 percent, master's; six percent had no degree. About half had majored in English. The survey indicated that there was little interest in in-service or continuing education. Most teachers taught in a departmentalized situation, but there was a rather sizable group who taught in self-contained classrooms. In some instances grade 9 was considered to be a part of the junior high school and in others a part of the high school. At least half of the schools represented had block courses. The results of the survey led to seven recommendations on the teaching of English in junior high school. (The questionnaire is appended.) (Author)

ED 029 042 TE 001 392

Emig, Janet A. McCampbell, James F.

**Master of Arts in the Teaching of English Programs: A Directory. Interim Report.**

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPE), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—HE-145

Bureau No—BR-5-0789

Pub Date Aug 68

Contract—OEC-5-10-029

Note—128p.

**EDRS Price MF-\$0.75 HC-\$6.50**

**Descriptors**—Degree Requirements, \*English Education, English Instruction, Graduate Study, \*Masters Degrees, Professional Education, Teacher Certification, \*Teacher Education, Teacher Education Curriculum, \*Teacher Programs, Teachers Colleges

Over 100 colleges in 38 states offering programs leading to the degree of Master of Arts in the Teaching of English are listed in this directory. For each program, information is provided on admission requirements, program content, teaching activities involved, minimum time required to obtain the degree, usual number of students in the program, financial aid available, and application deadline. An address for further inquiries is given with each entry. Appendices include sample questionnaires used to obtain the above information. (LH)

ED 029 043 TE 001 394

Snider, June

**An Experimental Composition Program for Prospective Secondary School Teachers. Interim Report.**

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPE), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—HE-145

Bureau No—BR-5-0789

Pub Date Sep 68

Contract—OEC-5-10-029

Note—28p.

**EDRS Price MF-\$0.25 HC-\$1.50**

**Descriptors**—College Freshmen, \*Composition (Literary), Composition Skills (Literary), Course Evaluation, \*Curriculum Evaluation, Education Majors, \*English Curriculum, En-

glish Education, English Instruction, English Programs, Experimental Curriculum, Secondary School Teachers, Student Evaluation, \*Teacher Education Curriculum, Writing Skills

This study, undertaken at Bradley University (Peoria, Illinois), sought to determine the comparative effects on writing skills and knowledge of students in two different sequences of English composition: (1) two semesters taken the freshman year, English 101-102, and (2) one semester taken the freshman year and one semester the junior year, English 101-300. An evaluation of the adequacy of the 101-300 sequence as composition preparation for teaching English in the secondary school was made concurrently in the study. Results of a standardized composition test, theme analyses, and evaluations by composition instructors showed slightly greater, but not statistically significant, gains in writing proficiencies in the 101-300 sequence than in the 101-101 sequence. Greater maturity and ability in analyzing, organizing, and expressing complex ideas were shown by students completing the 101-300 sequence which provides the added benefit of a review of writing principles and practice at the upper-class level. However, the level of achievement in writing skills and knowledge shown by English-Education majors in English 300 indicates that additional composition requirements are needed to provide more than minimal qualifications for teaching English in the secondary school. (Author)(LH)

ED 029 044 TE 001 398

Dailey, William Don

**A Study of the Effect of Selected Lessons in Syllabication on Achievement in Spelling at the Fourth Grade Level When the Words Are Presented in Visual and Oral Syllabic Form.**

Pub Date 66

Note—175p.; Ed.D. Dissertation, Colorado State College

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-1106, Microfilm \$3.00, Xerography \$8.00)

**Document Not Available from EDRS.**

**Descriptors**—Educational Research, Elementary School Students, \*English Instruction, Grade 4, Phonics, Spelling, \*Spelling Instruction, \*Syllables, \*Teaching Techniques

This study to determine whether or not the teaching of selected lessons in syllabication would improve spelling achievement was conducted among fourth-grade pupils in 18 elementary schools in Modesto, California. There were three major steps to the experiment: (1) the administration of three pre-tests to both a control group (192 pupils) and an experimental group (204 pupils); (2) the teaching of 10 weeks of lessons during which the experimental group received lessons in syllabication and exercises with words presented in visual and oral syllabic form as well as unit form; and (3) the administration of three post-tests to both groups. Among the conclusions drawn were (1) that the presentation of spelling words as units and in oral and visual syllabic form, along with the teaching of syllabication, did not effect greater spelling achievement than did the presentation of words only as units, except for those spelling words not specifically taught fourth-grade pupils, and (2) that significantly greater syllabication ability resulted from the experimental approach as opposed to the presentation of words only as units. (Author)(LK)

ED 029 045 TE 001 402

Butler, Donna, Comp. Denby, Robert V., Comp. **ERIC Documents on the Teaching of English 1956-1968.**

National Council of Teachers of English, Champaign, Ill. ERIC Clearinghouse on Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 69

Contract—OEC-1-7-070870-5050

Note—75p.

**EDRS Price MF-\$0.50 HC-\$3.85**

**Descriptors**—\*Bibliographies, Composition (Literary), Dramatics, English (Second Language), \*English Curriculum, \*English Instruction, Film Study, Humanities, Inservice Teacher Education, Instructional Aids, \*Instructional Materials, Language, Listening, Literature, Oral Expression, Teachers, Teaching



This bibliography of 942 items, the first in a continuing series, is an attempt to bring together a list of all the documents relating to English teaching which have been processed into the ERIC system and which are available from the ERIC Document Reproduction Service. It includes documents from the "Office of Education Research Reports: 1956-1965," from the "Catalog of Selected Documents on the Disadvantaged," and from the issues of "Research in Education," November 1966 through December 1968. Titles of documents are arranged under 12 subject headings: General, The Teaching Profession, Curriculum, Oral Expression and Listening, Written Expression, Language, Literature, Humanities, Dramatic Arts, Film Study, Teaching English as a Native Language, and Teaching English to Speakers of Other Languages. An author index is provided. Citations for documents include full ordering information. (LH)

**ED 029 046** TE 499 944  
**Social Studies, Grade 8, Urban Growth: Challenges of a Changing Society. Course of Study and Related Learning Activities, Preliminary Materials. Curriculum Bulletin 1968-69 Series, No. 4.**

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.  
 Pub Date 68  
 Note—422p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$7.50)

**Document Not Available from EDRS.**

Descriptors—Anthropology, Civics, Community Characteristics, \*Curriculum Guides, Economics, Geography, \*Grade 8, History, Metropolitan Areas, Minority Groups, Secondary Education, \*Social Studies, Sociology, Urban Culture, \*Urban Environment, \*Urbanization, Urban Slums  
 Identifiers—\*New York City

The eighth-grade curriculum guide has been designed to provide students with an in-depth understanding of urban life and growth throughout the world, emphasizing the metropolitan area of New York City. Concepts from history, economics, geography, political science, sociology, and anthropology are developed through four "themes": (1) a case study of the New York Metropolitan area, (2) the urbanization in New York State, (3) urbanization at home and abroad, and (4) the changing nature of federalism in urban America, with emphasis on the relationships among the cities, states, and national government. Instructional materials include a content outline and bibliography for each theme, suggested learning activities and teaching approaches, photographs, cartoons, maps, and excerpts from newspapers and books. (JB)

**ED 029 047** TE 499 945  
**Social Studies, Grade 10, World Studies: Western Civilization—History and Culture. Course of Study and Related Learning Activities, Preliminary Materials. Curriculum Bulletin, 1968-69 Series, No. 5.**

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.  
 Pub Date 68  
 Note—319p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$6.50)

**Document Not Available from EDRS.**

Descriptors—Artists, Colonialism, Communism, Cultural Factors, \*Curriculum Guides, Democracy, Developed Nations, \*European History, \*Grade 10, Industrialization, Nationalism, Political Divisions (Geographic), Science History, \*Social Studies, \*Western Civilization, World Affairs, World Problems

This 10th-grade curriculum guide provides an in-depth study of the revolutions which accompanied the rise of modern Europe and shaped European cultural patterns. Eight "themes" with content outlines are developed: (1) the emergence of modern Europe from the Renaissance to the commercial and scientific revolutions, (2) the growth of democracy, (3) the Industrial Revolution, (4) Nationalism, (5) the rise and decline of European Colonialism, (6) war and peace in the 20th century—World Wars I and II, and totalitarianism, (7) European cultural development in the

19th and 20th Centuries—the new ideas that changed man's living patterns and his view of himself and his universe, and (8) the changes in Europe since World War II. Materials include selected bibliographies on Western Civilization, suggested learning activities, ideas for independent study projects, photographs, cartoons, maps, and excerpts from newspapers and books. (JB)

**ED 029 048** TE 499 946  
**Social Studies, Grade 4, American People and Leaders: How the United States Began and Grew. Course of Study and Related Learning Activities, Preliminary Materials. Curriculum Bulletin, 1968-69 Series, No. 3.**

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.  
 Pub Date 68  
 Note—130p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$4.00)

**Document Not Available from EDRS.**

Descriptors—\*American Culture, American Indians, Biographies, Civil War (United States), Colonial History (United States), \*Curriculum Guides, Elementary Education, Geographic Concepts, Geography, \*Grade 4, Map Skills, Mexican American History, Negro History, Political Divisions (Geographic), Reconstruction Era, \*Social Studies, \*United States History

This fourth-grade curriculum guide, designed as part of a K-12 program to strengthen understanding of the American heritage, introduces the formal study of American history through biographies which reveal how various American peoples lived and how together they shaped a distinctively American way of life. The five "key ideas" of the study are arranged chronologically: (1) how the Americans were discovered and explored, (2) how different cultural and ethnic groups settled and developed colonies in North America, (3) how the United States of America was established, (4) how our nation was developed through the conquest of the West and the Civil War (to 1900), and (5) how we have been and are being led into the Great Society. Content outlines for the key ideas, songs, maps, sea charts, stories, numerous learning activities, and lists of related books, filmstrips, and transparencies are provided in the guide. (JB)

**ED 029 049** UD 000 632  
**Nachman, Leonard R. And Others**

**Ohio Study of High School Drop Outs 1962-1963.**  
 Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing.

Pub Date Jul 64  
 Note—83p.

**EDRS Price MF-\$0.50 HC-\$4.25**

Descriptors—Age, Attendance, Discipline, \*Dropout Characteristics, Dropout Rate, \*Dropout Research, Employment Opportunities, Family Background, Family Environment, Grade Repetition, Instructional Program Divisions, Personal Growth, School Policy, Student Characteristics, Test Results

Identifiers—Ohio

A survey of the dropout situation in Ohio in 1962-63 is reported. Data are presented on dropout rate, month of dropout, and age, grade, and grade repetition. Also discussed are test information, attendance and discipline, maturity, family background, reasons for leaving school, future plans and activities of dropouts, and the exit interview. Dropping out is found to be related to one or more of five factors—characteristics of the youth, the reaction of the school to unsuccessful students, the home environment, availability of employment opportunities, and "historic events." (NH)

**ED 029 050** UD 000 752  
**Replies to 136 Statements, Accusations, and Criticisms of Desegregation Policies and Practices of the St. Louis Board of Education and School Administrators.**

Saint Louis Public Schools, Mo.  
 Pub Date May 63  
 Note—133p.

**EDRS Price MF-\$0.75 HC-\$6.75**

Descriptors—\*Board of Education Policy, Integration Methods, Integration Plans, Neighborhood School Policy, \*Public Schools, \*School Integration, School Redistricting, \*School Segregation, Urban Schools

Identifiers—Saint Louis

A background summary is offered by the St. Louis, Missouri, Board of Education in rebuttal to statements critical of the desegregation policies and practices of the Board and the school administration. The Board has adopted a desegregation program shortly after the 1954 Supreme Court decision. The program adhered to a neighborhood school policy but also redrew school boundaries which had existed under the segregated school system. The document consists of short statements outlining the criticisms and the Board's replies, some of which contain extensive tabular data. (NH)

**ED 029 051** UD 001 070  
**The First Work of These Times: A Report to the People on Education.**

Office of Education (DHEW), Washington, D.C.  
 Pub Date [66]  
 Note—68p.

**EDRS Price MF-\$0.50 HC-\$3.50**

Descriptors—\*Educational Legislation, \*Federal Aid, \*Federal Legislation, Federal Programs, Identifiers—Economic Opportunity Act of 1964, Elementary Secondary Education Act 1965, Higher Education Act of 1965, Vocational Education Act of 1965

This brochure presents brief descriptions of Federal educational legislation enacted between 1963 and 1965. Also included are capsule progress reports of many of the Federally funded programs. (NH)

**ED 029 052** UD 001 493  
**The 1963 Dropout Campaign: Summary and Analysis of the Special Summer Program to Combat School Dropout Financed from the President's Emergency Fund.**

Office of Education (DHEW), Washington, D.C.  
 Report No.—OE-20060; OE-Bull-1964-26  
 Pub Date 64

Note—36p.  
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (GPO FS5 220:20060, \$2.0)

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—Curriculum Development, \*Dropout Identification, \*Dropout Prevention, \*Dropout Programs, Flexible Scheduling, Interagency Cooperation, Interagency Coordination, Potential Dropouts, Program Descriptions, Program Effectiveness, Remedial Programs  
 Reported is the 1963 special summer dropout prevention program financed by the President's emergency fund and by various other national, state, and local agencies and organizations. The document summarizes the dropout campaign and describes briefly the types of programs and methods used to identify and contact dropouts and potential dropouts. Also noted are "promising" trends and activities, including some administrative and curricular adaptations made by schools. Suggested future activities are mentioned. (NH)

**ED 029 053** UD 001 801  
**Design for Community Action: How to Mobilize Community Resources to Help Youth Enter the World of Work.**  
 Bureau of Labor Standards (Dept. of Labor), Washington, D.C.  
 Report No.—DL-Bull-248  
 Pub Date 62  
 Note—41p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO-0-660299, \$2.0)

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—\*Community Action, Community Programs, Community Resources, Employment Opportunities, Employment Qualifications, Employment Services, Federal Programs, Job Skills, Labor Market, Out of School Youth, State Agencies, Vocational Education, Work Study Programs, \*Youth Employment, Youth Opportunities  
 Discussed are some community action programs, organized with Department of Labor cooperation, to prepare both in-school and out-of-school youth for employment. Part I of the document is devoted to youth employment problems and the contemporary job market requirements. Part II, "The Community in Action," outlines the roles of various national and state agencies and presents some illustrative local

projects. This section also offers information on how to develop community-wide youth employment and manpower development programs. (NH)

ED 029 054 UD 003 754

Hellmuth, Jerome, Ed.  
**Disadvantaged Child. Volume 1.**  
Pub Date 67  
Note—499p.

Available from—Special Child Publications of the Seattle Seguin School, Inc., 71 Columbia St., Seattle, Washington 98104

Document Not Available from EDRS.

Descriptors—Adjustment Problems, Bibliographic Citations, Child Development, Child Rearing, Cognitive Development, Compensatory Education Programs, \*Disadvantaged Youth, Educational Experience, Educational Programs, Language Development, Mental Retardation, Northern Schools, Preschool Education, Reading Failure, Teacher Education, Testing, Urban Schools

The first volume of a collection contains 19 articles on the disadvantaged child. There are chapters on child rearing patterns, mental retardation, schools serving disadvantaged students, Northern urban education, adjustment problems, and assessment of potential. Also included are papers dealing with education and/or compensatory programs, teacher preparation, preschool enrichment, developmental and psychodynamic concepts, reading retardation, cognitive development, and language acquisition. The final chapter consists of selected references to the literature on disadvantaged students. For an abstract of Volume 2 in this series, see UD 007 852. (NH)

ED 029 055 UD 004 615

Grambs, Jean D.  
**Report of the Leadership Conference on Institutes, December 16-19, 1964.**

Maryland Univ., College Park. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 64

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Conference Reports, \*Educational Equality, Federal Laws, Federal Programs, \*Institutes (Training Programs), \*Leadership Training, \*School Integration

Identifiers—Civil Rights Act of 1964 Title 4

Reported is a conference devoted to some questions about school desegregation raised by the Equal Educational Opportunities Program authorized by Title IV of the Civil Rights Act of 1964. Conferees focused on those issues which would be within the domain of training institutes funded under Title IV. The conference proceedings are summarized under the following headings: (1) dimensions of the school desegregation problems; (2) establishment of priorities for institute funding; (3) content, skills, and knowledge appropriate for the institutes; (4) design of the institutes for optimal learning; (5) strategies for change; (6) research and evaluation; (7) followup activities. (NH)

ED 029 056 UD 005 085

Noar, Gertrude

**The Teacher and Integration.**

Student National Education Association, Washington, D.C.

Spons Agency—National Commission on Teacher Education and Professional Standards, Washington, D.C.

Pub Date 66

Note—97p.

Available from—Publication-Sales Section, National Education Assn, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (paperbound \$1.50, clothbound \$2.50).

Document Not Available from EDRS.

Descriptors—Classroom Environment, \*Disadvantaged Youth, Grouping (Instructional Purposes), Instructional Materials, Intelligence, \*Negro Students, Race, \*School Integration, Talent Development, Teacher Attitudes, Teacher Education, \*Teachers, \*Teaching, Teaching Methods

This book prepared for college students and beginning teachers was designed to "help teachers develop confidence" that school integration can work and also to provide accurate information about, and practical suggestions for,

teaching in integrated schools. The document focuses primarily on newly desegregated Negro students and offers some background information about this and other disadvantaged minority groups. Included are discussions of classroom atmosphere, communication with children, teaching materials and methods, grouping, race and intelligence, and the problem of wasted talents among Negro youth. (NH)

ED 029 057 UD 005 156

Lohman, Maurice A.

**The Expansion of the After School Study Centers for Disadvantaged Public and Nonpublic School Pupils.**

Center for Urban Education, New York, N.Y. Committee on Field Research and Evaluation. Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date Sep 67

Note—122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—Analysis Criteria, \*After School Centers, \*After School Education, \*After School Programs, After School Tutoring, Art, \*Disadvantaged Youth, \*Elementary Schools, Enrichment Activities, Evaluation Methods, Health Education, Library Facilities, Music, Program Evaluation, Remedial Arithmetic, Remedial Reading, Staff Utilization

Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Program, New York City

Evaluated is an extended school day program initiated with Elementary and Secondary Education Act, Title I, funds. To alleviate learning difficulties faced by disadvantaged children in the classroom, this after school program provided additional teacher time, attention, and instruction. The program offered tutorial services in reading and arithmetic as well as use of the library under the guidance of library teachers and teachers to help with homework. Special enrichment activities in art, music, and health education were also provided. Centers were set up in 120 public elementary schools and five nonpublic schools, and were open three days a week for two-hour sessions. Pupil attendance, which was voluntary, was one of the most crucial problems in the centers. The evaluation notes such other problems as the need for supervisors to handle all supervision and clerical details, conflicts over space, lack of provision for staff conferences, and lack of communication with the day school. An extensive appendix describes the evaluation design and the noted instruments. For a history and description of ESEA, Title I, in New York City, 1965-1968, see UD 007 904. (NH)

ED 029 058 UD 006 978

**Program for Developing Speech and Language Skills in the Educationally Deprived Child Through the Utilization of the Specialized Training of Speech Therapists, September 6, 1966-June 16, 1967. Program Evaluation.**

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.

Pub Date 67

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Disadvantaged Youth, \*Educable Mentally Handicapped, Primary Grades, \*Program Evaluation, Retarded Speech Development, \*Speech Instruction, \*Speech Therapists, \*Verbal Development

Identifiers—Ammons Quick Test, Elementary Secondary Education Act Title I Program, ESEA Title I Program, Illinois Test of Psycholinguistic Ability, ITPA, Peabody Language Development Kit, Project Head Start, Project Speech and Language Development

The Speech and Language Development Project, funded under ESEA Title I, was designed to improve the verbal skills of economically disadvantaged children in the primary grades in the Milwaukee public schools, and was later expanded to include older (7-13) educable mentally handicapped youth. The 325 participants worked regularly with six speech therapists in groups of six to eight to improve their receptive and expressive language. A four-group experimental-control research design was used to evaluate that part of the project involving the primary-grade children; a two-group experimental design using the project group and a nonproject group was used to evaluate the project's success with the educable mentally handicapped students. A followup study was

done of a random sample of Head Start students who had had previous language training. Evaluative data was collected from teachers, administrators, and therapists. Project therapists compiled a curriculum guide (see UD 007 935). (EF)

ED 029 059 UD 007 245

Kent, James A. Burns, S.A.

**Superior School Program for Smiley and Baker Junior High Schools, Denver, Colorado.**

Pub Date Aug 66

Note—120p.

EDRS Price MF-\$0.50 HC-\$6.10

Descriptors—Community Programs, \*Compensatory Education Programs, Curriculum Development, \*Educational Programs, Enrichment Programs, \*Junior High Schools, \*Low Income Counties, Program Costs, Program Descriptions, School Community Cooperation, School Community Relationship, Student Motivation, Teacher Education, Urban Areas

Identifiers—Baker Junior High School, Denver, Smiley Junior High School

A compensatory education program in Denver was developed to meet the needs of culturally disadvantaged and racially isolated Negroes and Spanish Americans in two junior high schools. Emphasis was on student motivation and enrichment, involvement of the interaction between school and community, and teacher training and community programs. Specific recommendations are made for each of the schools and their neighborhoods. Detailed budgets are included in the document. (NH)

ED 029 060 UD 007 318

Hannon, John E. Kicklighter, Richard

**A Comparison of Adolescent Intelligence as Measured by the WAIS and the WISC.**

Georgia Dept. of Public Health, Milledgeville. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-8773

Pub Date Oct 68

Grant—OEG-2-7-068773-0425

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Analysis of Variance, \*High School Students, \*Intelligence Level, \*Intelligence Tests, Performance Tests, \*Testing, \*Test Reliability, Test Results, Verbal Tests

Identifiers—WAIS, Wechsler Adult Intelligence Scale, Wechsler Intelligence Scale for Children, WISC

This study was designed to compare the Wechsler Intelligence Scale for Children (WISC) and Wechsler Adult Intelligence Scale (WAIS) IQ scores (Full Scale, Verbal, and Performance) of 120 16-year-olds, controlling for both practice or order effects and for intellectual level. Each test was administered to each subject, with an average interest interval of 2 weeks. WISC scores on each subject were subtracted from their WAIS counterparts and a correction factor of 30 points was added to each difference score. Analyses of variance were carried out for each of the subtest scores and significance was found for order of presentation and intelligence level. It was found that the WAIS produces significantly higher score in the less-than-average intellectual range and that the WISC produces significantly higher scores in the average or more-than-average ranges. The mean differences were approximately two points in the average range and seven points in the other groups. (EF)

ED 029 061 UD 007 624

Rogers, David

**110 Livingston Street: Politics and Bureaucracy in the New York City Schools.**

Pub Date 68

Note—584p.

Available from—Random House, Inc., New York, N.Y. 10022 (\$8.95).

Document Not Available from EDRS.

Descriptors—Administrative Organization, \*Boards of Education, \*Bureaucracy, Caucasians, City Demography, \*City Government, Community Organizations, Community Relations, Decision Making, Educational Change, Housing Patterns, Neighborhood School Policy, Organizations (Groups), \*Political Influences, \*Public School Systems, School Integration, Teachers, Urban Schools

Identifiers—New York City  
Examined is the educational bureaucracy in New York City and its relation to other city in-



stitutions, civic groups, and teachers and administrators. The book contains chapters on the failure of desegregation, demographic and housing patterns, the neighborhood school movement, civil rights organizations, white liberals, and the moderates. Also included are sections dealing with the Board of Education, its top decision makers and its crisis management as well as its bureaucracy. Other chapters discuss community relations, the Board of Education and New York City government, and alternative reform strategies and public education systems. (NH)

**ED 029 062** UD 007 830

Rudman, Herbert C., Ed. Featherstone, Richard L., Ed.  
Urban Schooling.  
Pub Date 68  
Note—296p.  
Available from—Harcourt, Brace & World, Inc., 757 Third Ave., New York, N.Y. 10017 (Paper \$4.50)

**Document Not Available from EDRS.**

Descriptors—Caucasians, Collective Bargaining, \*College School Cooperation, Disadvantaged Youth, Educational Programs, Evaluation Techniques, Learning Motivation, Measurement Techniques, Negroes, Negro Stereotypes, \*Public School Systems, School Administration, School Organization, Self Concept, Socioeconomic Status, Teacher Role, \*Urban Schools, \*Urban Universities

This collection of articles about the contemporary urban school situation is designed primarily as a textbook for courses in educational administration, urban education, and urban sociology. The volume emphasizes the need for a close relationship between metropolitan school systems and the large city university. Included are chapters on the dimensions of urban school problems, the role of universities in relation to large school systems, the reorganization of school structure, the teacher's role in collective bargaining, and issues of school administration. Also discussed are Negro stereotypes and self image, socioeconomic status among whites and nonwhites, and intellectual development among disadvantaged youth. Other chapters deal with academic motivation and inner city schools, successful educational programs for disadvantaged youth, development of measurement and evaluation techniques, and guidelines for a relationship between urban school systems and the university. (NH)

**ED 029 063** UD 007 842

Gordon, Edmund W., Ed.  
IRCD Bulletin; Volume 1, Number 3, Summer 1965.  
Yeshiva Univ., New York, N.Y. Graduate School of Education.  
Pub Date 65  
Note—8p.

**EDRS Price MF-\$0.25 HC-\$0.50**

Descriptors—\*Bibliographies, Child Development, Cognitive Development, \*Disadvantaged Youth, \*Emotional Development, \*Social Development

This issue of the IRCD Bulletin is devoted to a bibliography on the emotional and social development of socially disadvantaged children. The bibliography should be viewed as a companion to a previous one (UD 007 841) in which the focus was on cognitive development, for both the cognitive and the affective aspects of development should be regarded as aspects of a single process continually interacting with each other. (NH)

**ED 029 064** UD 007 849

Planning for an Urban Community School.  
Springfield Public Schools, Mass.  
Pub Date Jul 68  
Note—228p.

**EDRS Price MF-\$1.00 HC-\$11.50**

Descriptors—Achievement, \*Community Schools, Community Services, Curriculum, Educational Disadvantage, Educational Objectives, Educational Specifications, Instructional Technology, Nonprofessional Personnel, Psychological Services, School Administration, School Organization, Special Classes, Student Characteristics, Student Grouping, Teacher Characteristics, Teaching Assignment, Team Teaching, \*Urban Schools

Identifiers—Massachusetts, North End Brightwood, Springfield  
Presented is a plan for a community school in the North End-Brightwood area of Springfield,

Massachusetts. The commitment to the community school concept is stated and the objectives are defined. The document contains chapters on pupil characteristics and grouping, special classes, reporting pupil progress, and teacher utilization and characteristics. Also included are sections on the use of nonprofessionals, the psychological services personnel, the expanded classroom concept, curriculum, technology, community services, administration, and educational specifications. (NH)

**ED 029 065** UD 007 852

Hellmuth, Jerome, Ed.  
Disadvantaged Child. Volume 2: Head Start and Early Intervention.  
Pub Date 68  
Note—621p.  
Available from—Brunner/Mazel, Inc., 80 East 11th Street, New York, N.Y. 10003

**Document Not Available from EDRS.**

Descriptors—Beginning Reading, Culture Free Tests, \*Disadvantaged Youth, \*Early Childhood Education, Environmental Influences, Genetics, Guidance Centers, Home Visits, Language Development, Measurement Techniques, Medical Services, Personnel, Physical Health, Preschool Programs, Program Development, Program Evaluation, Subculture

Identifiers—Project Head Start  
The second volume of "The Disadvantaged Child" is devoted to Project Headstart and to early childhood in general. The 20 chapters discuss genetic and environmental theories relevant to educational practice, problems of educational assessment, the relation of health and nutrition to development and learning, language development, and methodological concerns in evaluating Headstart. Also included are descriptions of various Headstart programs, reports of promising trends, and discussions of teaching materials and controlled environments. An introduction offers an interpretative perspective on the contents of the volume. For an abstract of Volume 1, see UD 003 754. (NH)

**ED 029 066** UD 007 857

Miller, LaMar P.  
Non-Intellectual Factors in the Education of Black High School Students.  
Pub Date 6 Feb 69

Note—18p.; Paper presented at the American Educational Research Association annual meeting (Los Angeles, Calif., February 6, 1969).

**EDRS Price MF-\$0.25 HC-\$1.00**

Descriptors—\*Academic Achievement, Aspiration, Family Background, Grade Point Average, High School Students, \*Intelligence, Negro Attitudes, \*Negro Students, Questionnaires, Research, \*Self Esteem, \*Social Mobility

Identifiers—IAR, Intellectual Achievement

Responsibility  
Studied was "the relationship between intellectual achievement responsibility and the variables of self esteem, awareness of upward mobility, intelligence, and academic success." Subjects were 429 black high school students who completed a questionnaire consisting of a biographical inventory, a section on attitudes and aspirations, and an intellectual achievement responsibility scale (IAR). The only significant relationship found was between IAR and awareness of upward mobility. The study warrants the general conclusion that "intellectual achievement responsibility is not consistently related to the non-intellectual factors identified in this study." More specifically, these black students feel "a sense of control of their academic success or failure that is not necessarily associated with performance." They seem to have "attitudes necessary for academic motivation: interest in education, high self concept, and a sense of control of academic environment." (NH)

**ED 029 067** UD 007 859

McClelland, David C.  
Achievement Motivation Training for Potential High School Dropouts. Achievement Motivation Development Project Working Paper Number 4.  
Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 68

Contract—OEC-0-8-071231-1747

Note—14p.

**EDRS Price MF-\$0.25 HC-\$0.80**

Descriptors—Academic Performance, \*Achievement, Course Content, Dropout Attitudes, Dropout Prevention, \*Dropout Research, Grade 10, \*High School Students, Males, Matched Groups, \*Motivation, Pilot Projects, School Attitudes

This pilot project sought to determine if instruction in achievement motivation would help potential dropouts to complete their schooling. Subjects were tenth grade students in a suburban Boston high school. A one-week residential course during winter and spring vacations was taken by one group of six boys and a second group of four. Equated matched control groups were set up. Course content consisted of learning about the achievement syndrome, exercises in self-study, planning future activities, and learning individual responsibility from group living. Findings show that fully trained boys (those who remained in the course for the full five days) had improved academic performance and better attitudes toward school. On the whole, however, the results are said to be inconclusive. The project gains significance largely because the study is one of the very few which show that intervention can produce a significant improvement in "hard core" problem boys. (NH)

**ED 029 068** UD 007 861

Badal, Alden W.  
Evaluation Report: ESEA Program of Compensatory Education (Including Abstract and Appendix).

Oakland Public Schools, Calif.

Pub Date 5 Sep 68

Note—636p.

**EDRS Price MF-\$2.50 HC-\$31.90**

Descriptors—Ancillary Services, \*Compensatory Education Programs, Cultural Enrichment, Data Analysis, Educational Programs, Elementary Schools, High Schools, Inservice Teacher Education, Junior High Schools, Language Arts, Parent Attitudes, Program Descriptions, Program Effectiveness, \*Program Evaluation, \*Public Schools, Questionnaires, Remedial Programs, School Integration, Tables (Data), Teacher Aides

Identifiers—California, Elementary Secondary Education Act Title I, ESEA Title I, Oakland

This document is an evaluation of 1967-68 compensatory education programs in Oakland, California, funded by the Elementary and Secondary Education Act, Title I. It consists of three parts: (1) the evaluation report; (2) an appendix containing tables, questionnaire summaries, sample forms, etc.; and (3) an abstract of the total document. Reported are the remedial and corrective services, the cultural enrichment programs, the school integration project involving bus transfer of 311 students, an inservice education program, and the parent interview survey. For 1966-67 evaluation report, see ED 017 576. (NH)

**ED 029 069** UD 007 870

Bynum, Effie M.

A Selected ERIC Bibliography on Pre-College Preparation of Students from Disadvantaged Backgrounds. ERIC-IRCD Urban Disadvantaged Series, Number 7.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ERIC-IRCD-7

Pub Date May 69

Contract—OEC-0-9-420088-2327 (010)

Note—30p.

**EDRS Price MF-\$0.25 HC-\$1.60**

Descriptors—\*Annotated Bibliographies, \*College Bound Students, \*College Preparation, \*Disadvantaged Youth, Educational Opportunities, Educational Planning, Educational Practice, Educational Programs, Educational Research, High Schools, Program Evaluation

This annotated bibliography lists documents which are specifically related to pre-college preparation of students from disadvantaged backgrounds. It is organized into three sections: educational planning, description of programs and practices, and research and evaluation. The bibliography is compiled from selected reports in the ERIC system, covering the period from 1963 through April 1969. Also included is a brief listing of a variety of efforts initiated to counteract academic deficiencies and to enhance the educational opportunities of disadvantaged students. (EMB)

**ED 029 070** UD 007 886  
Findings and Recommendations (Abridged) of the  
City-Wide Citizens Advisory Committee on  
School Needs.

Detroit Board of Education, Mich. Citizens Ad-  
visory Committee on School Needs.

Pub Date Nov 58  
Note—158p.

**EDRS Price MF-\$0.75 HC-\$8.00**

Descriptors—\*City Wide Commissions, Curricu-  
lum, \*Data, Educational Facilities, Educational  
Finance, \*Educational Needs, School Commu-  
nity Relationship, School Personnel, Urban  
Schools

Identifiers—Detroit

This document consists of a summary of the  
findings and recommendations of an independent  
city-wide commission studying Detroit's school  
needs (as of 1958). The information is presented  
under the rubrics of school program (curricu-  
lum), personnel, school community relations,  
school plant, and finance. Each section contains  
detailed recommendations and "highlights" of  
factual data. (NH)

**ED 029 071** UD 007 904

Heller, Barbara R.

A History and Description of ESEA Title I in New  
York City, 1965-1968.

Center for Urban Education, New York, N.Y.  
Research Services Committee.

Spons Agency—New York City Board of Educa-  
tion, Brooklyn, N.Y.

Pub Date Jun 68  
Note—375p.

**EDRS Price MF-\$1.50 HC-\$18.85**

Descriptors—Data Collection, \*Disadvantaged  
Youth, Educational Improvement, \*Educa-  
tional Legislation, \*Federal Programs, Parochi-  
al Schools, Program Administration, Program  
Budgeting, Program Costs, \*Program Descrip-  
tions, Program Development, Public Schools,  
Tables (Data), \*Urban Schools

Identifiers—Elementary Secondary Education Act  
Title I, ESEA Title I, New York City

This report of the functioning of the Elementa-  
ry and Secondary Education Act (ESEA), Title I,  
in New York City was prepared under contract  
with the Board of Education. The study is  
descriptive rather than evaluative and the major  
effort was focussed on collecting the data upon  
which further intensive analysis will be based.  
However, certain difficulties affecting the suc-  
cessful implementation of the program are noted:  
problems related to the legislative process,  
cooperative funding, planning, and administra-  
tion, as well as those related to working with non-  
public schools and poverty agencies. The history  
of ESEA and its component titles is briefly  
reviewed. Also chronicled is the translation of the  
act into action. The Title I activities and the  
schools involved are described. Two sections of  
the document are devoted to fiscal matters—the  
budget and project allocations. A substantial part  
of this report consists of tables which summarize  
the voluminous data gathered in this study. (NH)

**ED 029 072** UD 007 908

Smith, Louis M. Geoffrey, William

The Complexities of an Urban Classroom; An  
Analysis Toward a General Theory of Teaching.

Pub Date 68  
Note—277p.

Available from—Holt, Rinehart and Winston,  
Inc., 383 Madison Ave., New York, N.Y.  
10017 (\$5.95)

Document Not Available from EDRS.

Descriptors—Behavior Theories, \*Classroom Ob-  
servation Techniques, Classroom Techniques,  
Curriculum, Decision Making, \*Educational  
Research, \*Interaction Process Analysis, Les-  
son Plans, Models, Research Methodology,  
Slum Schools, Social Structure, Systems Ap-  
proach, Teacher Role, Teaching Techniques

This book is devoted to a systems analysis of  
the teaching process in a single slum school class-  
room in which the teacher was a participant-  
observer researcher. The research approach used in  
the study is termed the "microethnography of the  
classroom" and is derived from social and  
behavioral theory. Chapters are devoted to the  
methodology of this study, the social structure of  
classroom processes, and concepts of the  
teaching process. One section discusses curricu-  
lum and lesson activities while another describes  
the culturally deprived child in the classroom and  
the school. A final chapter is devoted to some

reflections on this procedure of classroom analy-  
sis. The decision-making of teachers is viewed as  
the core of this model of the teaching process.  
(NH)

**ED 029 073** UD 007 935

Program for Developing Speech and Language  
Skills in the Educationally Deprived Child  
Through the Utilization of the Specialized  
Training of Speech Therapists. Suggested Activi-  
ties and Unit Study in Developing Oral-Verbal  
Language Skills.

Milwaukee Public Schools, Wis. Div. of Curricu-  
lum and Instruction.

Pub Date 67  
Note—43p.

**EDRS Price MF-\$0.25 HC-\$2.25**

Descriptors—\*Curriculum Guides, \*Instructional  
Aids, \*Speech Instruction, \*Verbal Develop-  
ment

Identifiers—Project Speech and Language  
Development

This curriculum guide, devised in the Speech  
and Language Development Project in the Mil-  
waukee public schools, lists activities in decoding,  
memory, association, and encoding, and outlines  
four study units to stimulate language develop-  
ment. It also contains references to instructional  
aids (books, filmstrips, instructo flannel materials,  
records, pictures, etc.). The curriculum was  
designed for instructing economically disad-  
vantaged children in the primary grades and older  
educable mentally handicapped youth. For an  
evaluation of the project, see UD 006 978. (EF)

**ED 029 074** 24 UD 007 938

Kapel, David E.

Effects of Negro Density on Student Variables and  
the Post-High-School Adjustment of Male  
Negroes. Project TALENT Five-Year Follow-Up  
Studies Interim Report 6.

American Institutes for Research, Palo Alto,  
Calif.; Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.

Report No—IR-6

Bureau No—BR-5-0606

Pub Date 68

Contract—OEC-6-10-065

Note—93p.

Available from—American Institutes for  
Research, P.O. Box 1113, Palo Alto, Calif.  
94302 (Project TALENT, \$3.00)

**EDRS Price MF-\$0.50 HC-\$4.75**

Descriptors—\*Environmental Influences, Geo-  
graphic Regions, Grade 12, \*High Schools, In-  
come, Job Satisfaction, Job Tenure, Males, Na-  
tional Surveys, \*Negro Students, \*Post Sec-  
ondary Education, Questionnaires, Racial Com-  
position, Rural Urban Differences, Statistical  
Analysis, Student Characteristics, \*Vocational  
Adjustment

Identifiers—Project TALENT

This study assessed the effects of selected en-  
vironmental factors on the post-high school ad-  
justment of male Negroes from 12th-grade Pro-  
ject TALENT sample. Environmental influences  
were (1) Negro density in high school, (2) urban  
or rural school population, and (3) geographic  
region. Post-high school adjustment variables  
were (1) job stability, (2) job satisfaction, (3)  
number of jobs, (4) level of post-high school edu-  
cation, (5) planned post-high school education,  
and (6) rise of earning power. Data were col-  
lected from students tested in the 12th-grade in  
1960 and their schools and from a 5-year fol-  
lowup questionnaire. It was found that (1) en-  
vironmental-parameter could be distinguished  
from each other, (2) significant differences were  
generated by regional influences but not by com-  
munity or Negro density factors; and (3) there  
were no significant environmental factors in-  
fluencing post-high school education. (EF)

**ED 029 075** UD 008 151

Goodman, Mary Ellen

Sanctuaries for Tradition: Virginia's New Private  
Schools. Special Report.

Southern Regional Council, Atlanta, Ga.

Report No—SRC-19

Pub Date 8 Feb 61

Note—28p.

**EDRS Price MF-\$0.25 HC-\$1.50**

Descriptors—Board of Education Policy, Cler-  
gymen, County School Systems, Curriculum,  
Educational Facilities, Educational Finance,  
\*Private Schools, Public Schools, \*School Clos-

ing, School Community Cooperation, School  
Organization, \*School Segregation, \*Southern  
Schools, Students, Transportation  
Identifiers—Charlottesville, Norfolk, Prince Ed-  
ward County, Virginia, Warren County

Virginia's anti-integration massive resistance  
laws of 1956 resulted in the closing of the public  
schools and the establishment of private schools  
for white youngsters "Foundations" were or-  
ganized in Warren and Prince Edward Counties  
as well as in Norfolk and Charlottesville, to per-  
petuate segregated, traditionally oriented educa-  
tion. This special report chronicles the organiza-  
tion of these "Foundation" schools. The political  
and economic facets of the school crisis and the  
role of the students, community support, financ-  
ing, transportation, and organizational structure  
of the private schools. One section of the report  
is devoted to the future of the private schools in  
Prince Edward County where no public schools  
are open (as of 1961). (NH)

**ED 029 076** UD 008 152

Gardner, Eric F. Thompson, George G.

Investigation and Measurement of the Social  
Values Governing Interpersonal Relations  
Among Adolescent Youth and Their Teachers.

Summary.

Ohio State Univ., Columbus; Syracuse Univ.,  
N.Y.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Report No—OE-CPR-259A-8418-SU; OE-CPR-  
259B-8418-OSU

Pub Date Jul 62

Note—25p.

**EDRS Price MF-\$0.25 HC-\$1.35**

Descriptors—\*Adolescents, Hypothesis Testing,  
\*Interpersonal Relationship, Measurement In-  
struments, Measurement Techniques, Parents,  
\*Research Design, Social Background, Social  
Differences, Social Relations, \*Social Values,  
Teachers, Test Construction

Reported in this document is the development  
of nine instruments designed to measure social  
values thought to be "important in the interper-  
sonal relationships" of adolescents and in their  
relationships with parents and teachers. The in-  
struments sought to measure selected prescriptive  
values, "some of the social backgrounds for the  
acquisition of these values, and intrapersonal  
behavioral consequences of violating these  
values." This summary report describes the in-  
struments and presents some findings from their  
use with samples of adolescents, parents, and  
teachers from socioculturally contracting  
background. This report is a summary of ED 001  
808. (NH)

**ED 029 077** UD 008 338

De Facto School Segregation; Hearings Before A  
Special Subcommittee on Investigation of De  
Facto Racial Segregation in Chicago Public  
Schools (Washington, D.C., July 27-28, 1965).

Congress of the U.S., Washington, D.C. House  
Committee on Education and Labor.

Pub Date Jul 65

Note—368p.

**EDRS Price MF-\$1.50 HC-\$15.50**

Descriptors—\*Defacto Segregation, Federal  
Government, \*Northern Schools, \*Public  
Schools, \*School Segregation, \*Urban Schools

Identifiers—Chicago

The document consists of the testimony given  
at Congressional hearings in 1965. Included are  
statements by educators, labor leaders, and  
representatives of various organizations relevant  
to the status of defacto segregation in the  
Chicago public schools. (NH)

**ED 029 078** UD 008 547

Education: An Answer to Poverty.

Office of Economic Opportunity, Washington,  
D.C.; Office of Education (DHEW), Washing-  
ton, D.C.

Pub Date [67]

Note—80p.; Community Action Program, Office  
of Econ. Opportunity Wash., D.C. 20506;  
Publications Distribution Unit, U.S. Office of  
Educ., Wash., D.C. 20202

**EDRS Price MF-\$0.50 HC-\$4.10**

Descriptors—Community Action, Community  
Schools, \*Disadvantaged Youth, Early Child-  
hood Education, \*Educational Programs,  
\*Federal Aid, \*Federal Programs, Grade 4,  
Grade 5, Grade 6, Health Programs, \*Poverty  
Programs, Teacher Aides, Teacher Education,  
Teenagers, Tutorial Programs



Identifiers—OE, OEO, Office of Economic Opportunity, Office of Education

A booklet prepared by the U.S. Office of Education and the Office of Economic Opportunity describes the types of educational programs which are eligible for federal funds. Following a brief discussion on some characteristics of the disadvantaged youngster, the document presents information about programs involving food, health care, and clothing. Most of the document is devoted to a wide range of educational programs which are presented under the headings of early, middle, and teen years. Briefly noted are teacher aide, teacher education, tutoring, and community school programs. The sources of government funding are described. (NH)

ED 029 079

UD 008 712

Ackerman, Nathan W.

Prejudice, Mental Health and Family Life.

American Jewish Committee, New York, N.Y.

Pub Date Sep 61

Note—30p.

Available from—American Jewish Committee, Institute of Human Relations, 165 East 56 Street, New York, N.Y. 10022 (\$5.50).

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Behavior Development, Community Attitudes, Discriminatory Attitudes (Social), Family Environment, \*Family Life, Family Relationship, Hostility, \*Mental Health, Negative Attitudes, Parent Attitudes, \*Social Discrimination

This pamphlet explores the relationship among prejudice, mental health, and family life. Prejudice is learned behavior, initially within the family unit which sets the framework for good or bad mental health as well as for the development of positive or negative attitudes. The family also determines the degree and kind of mental health of each member. The document describes the characteristics of the contemporary family, the interfamily stresses, and the ways in which destructive feelings are handled by various types of families within various kinds of social settings. (NH)

ED 029 080

VT 002 913

Wiens, Jacob H.

Basic Course in Nucleonics. Technical Education Curriculum Development Series No. 10.

California State Dept. of Education, Sacramento. Instructional Materials Lab.

Pub Date 63

Note—158p.

Available from—Bureau of Industrial Education, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814 (without charge).

EDRS Price MF-\$0.75 HC-\$8.00

Descriptors—Atomic Theory, Community Colleges, Laboratory Experiments, \*Nuclear Physics, Radiation, \*Study Guides, \*Teaching Guides, Technical Education, \*Trade and Industrial Education

Identifiers—"Nucleonics, Nucleonics Technicians"

This combined teaching and study guide is for use by students and teachers in post secondary programs for nucleonics technicians. It was developed by the author under the National Defense Education Act, Title VIII. The unit headings are: (1) Physics of the Atom, (2) Natural Radioactivity and Atomic Energy, (3) Induced Radioactivity and Atomic Energy, (4) Radiation Safety and Radiation Doses, (5) Geiger-Mueller Counters, (6) Determination of Half-Life, (7) Absorption and Self-Absorption for Beta Rays, (8) Backscattering and Other Effects for Beta Rays, (9) Absorption and Inverse Square Law for Gamma Rays, (10) Resolving Time of a g-m Counter, (11) Calibration of g-m Counter End Window, (12) Statistical Variation in Radioactive Measurements, (13) Determination of Range and Energy of Alpha Particles, (14) Effect of Magnetic Fields upon Beta and Gamma Radiation, (15) Comparison of g-m, Gas Flow Proportional, and Scintillation Counters, (16) Radioactive Fallout, (17) Tracer Techniques, and (18) Cloud Chamber. Each unit gives objectives, introduction, teaching plan, apparatus required, textual material, study questions, and a bibliography. Five hours of instruction should be allotted to each of the units. The students should be high school graduates and the teachers should have had a basic course in nuclear physics. (EM)

ED 029 081

VT 005 316

Reports of Officers and Councils, 1967. Supplement 1.

American Dental Association, Chicago, Ill.

Pub Date 67

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—"Administrative Policy, \*Annual Reports, Dental Assistants, Dental Hygienists, Dental Technicians, Health Needs, \*Health Occupations Education, Health Services, \*Manpower Utilization, \*Professional Associations

Identifiers—ADA, \*American Dental Association, Council On Dental Education, Council On Dental Health, Council On Dental Legislation Population and income growth, and a consistent trend toward better health care for all challenges the dental profession to enlarge its productivity by more than one-third. There is substantial evidence that a major resource for increasing the availability of dental health service lies in increased and better utilization of the services of auxiliaries who now support the 98,500 professionally active dentists in the country as follows: (1) There are approximately 116,000 full-time and 28,000 part-time auxiliaries, (2) Within the full-time work force, there are 81,400 chairside dental assistants, 9,700 dental hygienists, 4,300 dental laboratory technicians employed by dentists, and 27,000 dental laboratory technicians employed by commercial laboratories. Initial experimentation indicates that dental educators are competent to train auxiliaries to perform duties beyond those currently accepted as falling within their scope. The revision of state dental practice acts to encourage better utilization of auxiliaries is recommended. Included among appendices is a state-by-state breakdown of permissible operations by dental hygienists. (JK)

ED 029 082

VT 005 978

Mitzel, Harold E. And Others

Experimentation With Computer-Assisted Instruction In Technical Education. Semi-Annual Progress Report. Report No. R-9.

Pennsylvania State Univ., University Park. Computer Assisted Instruction Lab.

Report No—Project 5-85-074

Pub Date 31 Dec 67

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—"Aptitude Tests, \*Computer Assisted Instruction, \*Feedback, Programmed Instruction, Research, \*Research Projects, Research Reviews (Publications), \*Spelling Instruction, Testing, Verbal Communication

A paper and four research studies involving computer assisted instruction (CAI) are reported. "On Narrowing the Credibility Gap for Computer-Assisted Instruction" by Harold E. Mitzel reviews the cost, shortage of programs, and lack of detailed educational plans as major reasons for the nonacceptance of computer-assisted instruction. "A Comparison of the Effectiveness of Five Feedback Modes in a Computer Assisted Adjunct Auto Instruction Program" reports a study involving five feedback modes and 75 college students. "Numerical and Verbal Aptitude Tests Administered at the Student Station" reports an experimental attempt to teach remedial spelling to college students. "Effects of Reducing Verbal Content in Computer Assisted Instruction Programs" deals with correlation between intelligence and learning after studying a low verbal content program, a decrease in instructional time, and no learning reduction due to content reduction. VT 005 977 is a similar report. (EM)

ED 029 083

08

VT 006 288

Stauber, Richard L.

State and Local Governments as Employers of Youth Trained in Vocational-Technical Schools. Final Report.

Wisconsin Univ., Madison.

Bureau No—BR-5-0174

Pub Date Jun 68

Contract—OEC-6-85-054

Note—146p.

EDRS Price MF-\$0.75 HC-\$7.40

Descriptors—"City Government, Educational Needs, \*Employment Opportunities, Employment Practices, Government Employees, \*Graduates, Individual Characteristics, Occupational Information, Questionnaires, \*State Government, \*Vocational Education, Youth Employment

Identifiers—Wisconsin

This project was the research phase of a 3-part program designed to define the potential demand by state and local governments for youth trained

by vocational-technical schools. Eleven county areas were selected in Wisconsin which contained a vocational school and a substantial number and variety of government personnel. Budgets, personnel rosters, job specifications, vocational school course offerings, and other documents were collected and reviewed, and interviews with government officials and school personnel were conducted. Over 6,500 employee questionnaire s were completed and processed. Some conclusions were: (1) The size of the sub-professional labor force of government was substantial, (2) Many preconditions of employment had been established by government, (3) A high proportion of vacant positions were filled by persons already employed by government, (4) The number of menial jobs for which vocationally trained youth would be over-qualified, comprised a substantially large portion of the positions, (5) Government did not compete with private industry in recruiting practices or monetary rewards, and (6) Very little was known about government jobs, either by the schools, the students, or the government employers themselves. (DM)

ED 029 084

VT 006 428

New Challenges in Developing High School and Post High School Programs in Agricultural Occupations. Conference Report. Resident Instruction Series No. 5.

New Mexico State Univ., University Park. Coll. of Agriculture and Home Economics.

Pub Date May 65

Note—119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors—"Agricultural Education, \*Agricultural Occupations, \*Conference Reports, Cooperative Education, Distributive Education, Federal Legislation, \*Occupational Guidance, Post Secondary Education, Program Development, \*Program Planning, Secondary Education

A special 2-week conference designed to assist nine participating states in developing plans for new educational programs in agricultural occupations was hosted by the New Mexico State University, July 20-31, 1964. Major papers presented to the 35 participants were: (1) Purpose of the Conference, (2) Where We Have Been—and Where We Are Now, (3) Agricultural Occupations in Vocational Education, (4) National Studies in Agricultural Occupations, (5) Changes in Agricultural Industry, (6) The Role of Distributive Education, (7) Implications for Vocational Curriculum Changes, (8) Guidance and the Classroom Teacher, (9) The Occupational Guidance R-LE OF Agricultural Teachers, (10) Testing, (11) The New Federal Vocational Act as it Affects New Mexico, (12) Plans for New Mexico, (13) Manpower Development Training Act and Labor Outlook for New Mexico, (14) A Proposed Model of Teacher Tasks in Agricultural Occupations Programs, (15) Cooperative Programs in California, (16) Kansas Pilot Programs, and (17) Report of Ohio State University Conference. Reports of the four committees, a vocational agricultural department brochure, and a selected reading list are included in the report. (DM)

ED 029 085

VT 006 537

Metzler, William H.

Farm Mechanization and Labor Stabilization. Part II In A Series On Technological Change And Farm Labor Use, Kern County, California, 1961. Research Report No. 280.

California Agricultural Experiment Station, Berkeley, Giannini Foundation of Agricultural Economics; Economic Research Service (DOA), Washington, D.C. Farm Production Economics Div.

Pub Date Jan 65

Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—"Agricultural Laborers, \*Agricultural Trends, Crew Leaders, \*Employer Employee Relationship, Employment Opportunities, Employment Patterns, Employment Problems, \*Employment Trends, Farm Labor Problems, Income, Labor Market, Labor Supply, \*Manpower Utilization, Seasonal Laborers, \*Technological Advancement, Underemployed

Identifiers—California, Kern County

A stratified random sample of 69 6 workers in 361 households in Kern County, California, was selected to investigate the changes in labor use

resulting from farm mechanization, and to explore the trend towards a stable labor force. Some major findings were: (1) Mechanization of the cotton harvest has erased the high peak of seasonal farm labor, (2) Management of labor recruitment can lead to the development of a dependable local labor force, (3) Much of the problem is due to migrant crews moving over the state and taking jobs away from local workers, (4) The seasonal work force is greatly underutilized, (5) Underemployment is largely due to prejudices of workers against certain kinds of farm work, (6) A work program, including learning marketable skills would assist in meeting farm labor family needs. Some recommended activities useful in stabilizing local labor supply were: (1) increased activity by grower groups in recruiting and handling labor, (2) experimentation with crews trained to do all types of farm jobs, (3) development of new crops and varieties to smooth out the work year, and (4) in-migration of new workers willing to do all farm jobs. A related document in this series is available as VT 006 536. (DM)

**ED 029 086** VT 006 691  
Guidelines for Organization and Operation of Vocational Evaluation Units: A Training Guide. The Study Committee on Evaluation of Vocational Potential Report No. 2. Rehabilitation Service Series Number 67-50.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.  
Pub Date May 66

Note—50p. Materials developed at Fourth Institute on Rehabilitation Services (Chicago, May 23-26, 1966).

**EDRS Price MF-\$0.25 HC-\$2.60**

Descriptors—Administrative Organization, Guidelines, Handicapped, Medical Evaluation, Professional Personnel, \*Program Administration, \*Program Guides, Psychological Evaluation, \*Rehabilitation Centers, \*Staff Orientation, Standards, Vocational Rehabilitation Identifiers—\*Vocational Evaluation

As the rehabilitation movement has progressed to the point of greater service to severely disabled clients, the need for extensive vocational evaluation studies conducted through specialized evaluation facilities has steadily increased. This guide recognizes that there are several approaches to the determination of a client's potential for vocational rehabilitation and presents a framework against which any vocational unit can reflect its goals, techniques, and effectiveness. Standards are organized under the following principles: (1) Goals have been established to guide the direction and scope of the program of services, (2) The organizational structure contributes effectively to the implementation of the established goals, (3) The program of services is adequate to accomplish the established goals and the services are of such quality and so applied that they constitute an effective program, (4) The staff is competent, professionally ethical, and qualified in the skills necessary to achieve the stated goals, and written personnel policies are in active operation, (5) Accurate and complete records are maintained and necessary reports are distributed, and (6) Fiscal affairs are managed in a sound and legally proper manner. (JK)

**ED 029 087** VT 006 772  
Health Manpower Source Book. Section 2: Nursing Personnel.

Public Health Service (DHEW), Washington, D.C. Div. of Nursing.  
Pub Date Jan 66

Note—120p.

Available from—The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$7.70).

**EDRS Price MF-\$0.50 HC-\$6.10**

Descriptors—Community Health Services, Educational Supply, Employment Projections, Employment Statistics, Employment Trends, \*Health Occupations Education, Health Services, Hospitals, Individual Characteristics, Industry, Labor Supply, \*National Surveys, \*Nurses, Nurses Aides, Nursing, \*Practical Nurses, \*Professional Education, Statistical Data, Teachers

Intended for use in planning health programs and as baseline data for research studies and other investigations, the data presented were gathered from studies, surveys, and publications of the Division of Nursing and state and national

agencies, as well as from nursing, hospital, and medical organizations. Parts I, II, and III deal with professional nurses: general distribution, numbers registered, licenses issued, age, marital status, field of practice, type of position, full and part time employment, and highest academic credentials. Part IV deals with professional nurse education: initial programs, post registered nurse programs and instructors. Part V concerns practical nursing and practical nurse education: general distribution of practical nurses, licenses issued, and educational programs. Part VI concerns hospital personnel: professional nursing personnel, nonprofessional nursing personnel, nurse-patient ratios, and supervisory-staff ratios. Part VII concerns professional nurses in public health and occupational health: General distribution and educational preparation. The final section projects professional nurse supply and needs. (JK)

**ED 029 088** 08 VT 006 859  
Butler, F. Coit, And Others

Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School; The Mathematics Curriculum. Tenth Quarterly Technical Report.

American Institutes for Research, Pittsburgh, Pa. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-0009

Pub Date 31 May 68

Contract—OEC-5-85-019

Note—172p.

**EDRS Price MF-\$0.75 HC-\$8.70**

Descriptors—Achievement Tests, \*Behavioral Objectives, \*Curriculum Development, \*Experimental Curriculum, High Schools, Instructional Materials, Mathematical Applications, \*Practical Mathematics, Prognostic Tests, Program Descriptions, Sequential Learning, Unit Plan, \*Vocational Education Identifiers—Massachusetts, \*Project Able, Quincy Public Schools

Technical activity from April 1 through June 30, 1968 involving the problem of developing the mathematics curriculum learning units are covered. The principal goal of the entire Project is to demonstrate increased effectiveness of vocational instruction whose content is derived from an analysis of desired behavior following graduation. During these activities three purposes were assumed for the learning of mathematics: mastery of technical skills, abstract reasoning and insight development, and learning skill development. The curriculum also was based on the use of specific behavioral objectives and individualized instructional techniques. Major steps in the curriculum development phase included: (1) listing of content topics, (2) development of semester objectives, (3) sequencing of content units, (4) preparation of unit syllabuses, (5) selection of available mathematics units, and (6) development of unavailable units. Materials for grades 10, 11, and 12 contained 92 units. The appendix includes samples of the materials and sources of the content. Other related documents are ED 024 749-024 754 and ED 024 767, and VT 008 451. (EM)

**ED 029 089** VT 007 184  
Winnett, William L.

Cross-Cultural Values in Office Education with Emphasis on In-Service Teacher Education. Report of a Regional Institute.

Ohio State Univ., Columbus. Center for Vocational and Technical Education; San Francisco State Coll., Calif. Dept. of Business Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 68

Note—69p.

**EDRS Price MF-\$0.50 HC-\$3.55**

Descriptors—Bibliographies, \*Conference Reports, \*Cross Cultural Training, Disadvantaged Youth, \*Inservice Teacher Education, Instructional Materials, \*Office Occupations Education, \*Summer Institutes

Twenty persons, selected according to experience, responsibilities, and interests in occupational education for disadvantaged youth, and representing several states, educational areas, and most ethnic groups participated in the institute. The three types of materials developed were: sensitivity units, instructional units, and titles for additional sensitivity units. Materials for use by in-service office teachers in 15 different units are presented according to description, purpose,

procedures, and follow-up. Sample topics are: (1) Studying Student Perceptions of Personal Traits Desirable for Office Workers, (2) Improving Communication Between Teacher and Students, (3) Predicting Student Reactions to Interpersonal Situations of Young People, (4) Using Community Agencies to Help Raise the Aspirations of Disadvantaged Youth, (5) Converting the Unique Vocabulary of Disadvantaged Students, and (6) Helping Disadvantaged Students Learn to Participate in Office-Related Social Functions. A bibliography of books, journals, and pamphlets are included in the document. (FP)

**ED 029 090** VT 007 230  
Hahn, Marshall

Review of Research on Creativity.

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 68

Note—29p.

**EDRS Price MF-\$0.25 HC-\$1.55**

Descriptors—Bibliographies, Creative Ability, Creative Development, \*Creativity, \*Creativity Research, Imagination, Individual Characteristics, Inhibition, \*Literature Reviews, Originality, Research Reviews (Publications)

This literature review on creativity covers 92 references dating from 1906 to 1966. It is one of a series on topics pertinent to vocational, technical, and practical arts education. Major units of the review are Defining Creativity, Measuring Creativity, Creativity and Intelligence, Characteristics of the Creative Individual, Teaching and Creativity, and Inhibitors of Creativity. (EM)

**ED 029 091** VT 007 320  
What Can You Do About the Hard-Core Unemployed?

Research Inst. of America, New York, N.Y.

Pub Date Jun 68

Note—84p.

Available from—The Research Institute of America, 589 Fifth Avenue, New York, New York 10017 (\$4.00).

**EDRS Price MF-\$0.50 HC Not Available from EDRS.**

Descriptors—\*Agencies, \*Directories, Employment Experience, Employment Problems, \*Industrial Training, \*Labor Force Nonparticipants, Manpower Development, Private Agencies, Recruitment, Underemployed, \*Unemployed

American business has received a challenge from the federal government in a national experiment to find jobs for 500,000 "unemployables." The major purpose of this descriptive report was to develop hard facts for use by business men in making decisions concerning participation in the program. The content includes sections on: (1) Who Are the Hard-Core, (2) The Ingredients for Success, (3) The Problem of Recruiting, (4) Screening, Interviewing and Testing, (5) A Candid View of the Training Problem, (6) Anticipate Personal Problems, (7) Getting Help from the Government, and (8) Industry and the Community. The appendixes contain local sources of help in 80 major cities throughout the United States, regional offices of key manpower agencies, private sources of training assistance, and a glossary of agencies engaged in working with disadvantaged youth and hard-core unemployed. (DM)

**ED 029 092** VT 007 327  
Guidelines for the Development and Utilization of Home Health Aide Services in the Community;

A Supplement to A Guide for the Utilization of Personnel Supportive of Public Health Nursing Services.

American Nurses' Association, New York, N.Y.

Pub Date Jun 67

Note—38p.

Available from—American Nurses' Association, 10 Columbus Circle, New York, New York 10019 (\$1.00).

**EDRS Price MF-\$0.25 HC-\$2.00**

Descriptors—Administrative Organization, Administrative Policy, \*Community Health Services, \*Companions (Occupation), Guidelines, Health Occupations Education, Interagency Coordination, Manpower Utilization, \*Nurses Aides, Personnel Evaluation, Personnel Selection, Program Descriptions, \*Program Development, \*Program Guides, Supervision



This analysis is intended to assist public health nurses and others to apply the principles and standards of professional nursing conduct and practice to the development and utilization of home health aide services. Part I, "Development of a Home Health Aide Service" covers (1) agency organization and policies, including such topics as legal basis, relationships with other official agencies, accreditation, and liability insurance, (2) the administration plan, including goals, contracts, fees and financial accounting, coordination of services, and evaluation and interpretation of services, (3) the team concept, (4) selection and recruitment of aides including such topics as non-discrimination, methods of recruitment, and qualifications of candidates, (5) training, including core course, inservice training, orientation and continued training and supervision, (6) personnel policies, and (7) agreements in the utilization of aides employed by other agencies. Part II, "Utilization of Home Health Aide Services" discusses (1) placement and assignment including nursing assessment, nursing care plans, and introducing the aide to the family, (2) communication, and (3) supervision and evaluation of the aide. Appendixes include guidelines from "A Guide for the Utilization of Personnel Supportive to Public Health Nursing Services" (ED 023 923). (JK)

ED 029 093 08 VT 007 453

Hu, Teh-wei, And Others

A Cost-Effectiveness Study of Vocational Education. Final Report.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-1190

Pub Date Oct 68

Grant—OEG-1-6-000512-0817

Note—317p.

EDRS Price MF-\$12.50 HC-\$15.95

Descriptors—Academic Education, Comparative Statistics, \*Cost Effectiveness, Economic Factors, Educational Benefits, Educational Economics, Educational Status Comparison, Employment Patterns, \*Graduate Surveys, Mathematical Models, Methodology, \*Methods Research, Program Costs, Program Effectiveness, Program Evaluation, Questionnaires, Secondary Education, Social Factors, \*Statistical Analysis, \*Vocational Education, Wages

This study was concerned with the optimum allocation of public resources in education, and involved a comparison between vocational-technical education and an alternative curriculum for non-college attending students. Major steps in the study were: (1) identification of costs and benefits, (2) collection of representative data, (3) determination of appropriate criteria for investment decisions, (4) statistical analysis, (5) calculation of the return to the investment, and (6) consideration of limitations and related issues. Data were collected in three cities. The dependent variables were the average monthly earnings before and after taxes 1 and 6-years after graduation, and the percent of time employed 1 and 6-years after graduation. The independent variables were (1) city of graduation, (2) type of curriculum, (3) sex, (4) IQ, (5) race, (6) marital status, and (7) father's education. Other non-monetary and non-economic benefits and performance characteristics such as voting behavior and economic aspirations were also examined. A detailed discussion of conceptual, statistical, and methodological considerations is included, in addition to an extensive discussion of specific findings. (EM)

ED 029 094 VT 007 477

Developing Innovative Vocational and Technical Teacher Education Programs. Final Report Of An Upper Midwest Vocational Teacher Education Conference (Minneapolis, May 13-15, 1968).

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.

Pub Date 13 May 68

Note—104p.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors—\*Conference Reports, Educational Problems, Innovation, Models, \*Program Improvement, Speeches, \*Teacher Education, \*Teacher Education Curriculum, Teacher Improvement, Teacher Qualifications, Teacher Role, \*Vocational Education Teachers

Identifiers—\*Upper Midwest Vocational Teacher Education Conf.

The conference brought together vocational teacher educators, research and development personnel, state department vocational staff members, and vocational school directors from Iowa, North Dakota, South Dakota, and Wisconsin, to consider potential directions for change in teacher preparation. Conference objectives were: (1) to stimulate participants to evaluate existing systems for preparing instructional personnel in vocational-technical education, and to plan for new improved programs, (2) to provide participants with information and opinions on goals and competencies for today and tomorrow, teacher education models, legislation, problems and issues, and proposed systems and programs, and (3) to explore the desirability and feasibility of further cooperative activities in the region. Complete presentation papers and a rationale for selection of the presenters are included in the document. Nine individual presentations are included, and ideas evolving from the resulting group discussions are outlined according to needed changes, problems in meeting future needs, areas of agreement on need for change, current projects and ideas. An evaluation of the conference is also included. (FP)

ED 029 095 VT 007 551

Impellitteri, Joseph T.

The Development and Evaluation of a Pilot Computer-Assisted Occupational Guidance Program (Project No. 16033, 17033, 18033) Final Report and Appendixes A-E.

Pennsylvania State Univ., University Park. Vocational Education Dept.

Spons Agency—Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date 31 Jul 68

Note—555p.

Available from—Vocational Education Department, Pennsylvania State University, University Park, Pennsylvania.

EDRS Price MF-\$2.00 HC-\$27.85

Descriptors—\*Computer Assisted Instruction, Employees, Field Interviews, Guidance Programs, Individualized Instruction, \*Input Output, \*Occupational Guidance, \*Occupational Information, Occupations, Pilot Projects, Programed Instruction, \*Vocational Education

Identifiers—COG Program, \*Computer Assisted Occupational Guidance Program

The purpose of this system is three-fold: (1) to provide an easily updated individualized occupational information retrieval system, (2) to develop a process whereby youth can develop an individualized framework of the occupational structures, and (3) to provide an experience for youth to acquire operational opportunities by simulated practice. When a student working at a computer terminal requests information on a specific occupation, four operations are activated in the following order: (1) Discrepancies which may exist between the student's ability-preference profile and the requirements for the particular occupation are typed out, (2) A 2-minute taped interview with a worker in the occupation is played, (3) An image is projected on the slide projector screen depicting the worker undertaking four typical tasks in the occupation, and (4) A 150- to 200-word description of the occupation is typed out for the student to read and to keep for later use. Appendixes include computer printouts of job descriptions for 80 occupations, types of student preference items, and taped interviews with workers. Also included are a bibliography of sources of occupational information, selected dissemination papers, and instruments developed during the course of the project. (CH)

ED 029 096 VT 007 636

Enactments by the 90th Congress Concerning Education and Training, First Session 1967, Part I.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date Jun 68

Note—375p.

EDRS Price MF-\$1.50 HC-\$18.85

Descriptors—\*Education, \*Educational Legislation, Federal Aid, Federal Laws, \*Federal Legislation, Federal Programs, \*Reference Materials, \*Training

Identifiers—\*Senate Committee On Labor And Public Welfare

Digests of laws with particular reference to their educational and training features are reported in this comprehensive record of enactments by the 90th Congress during its first session of 1967. Acts relating to training and education that concern students, teachers, or educational institutions are included. The information for this report was obtained from the weekly compilation of Presidential Documents, the daily Congressional Record, the Congressional Directory, the Calendars of the House of Representatives, the Digest of Public General Bills and Selected Resolutions, the texts of individual bills, the House and Senate hearings and committee reports, and the Statutes at Large. Sections in the document report the legislative history, digest, and text of each bill, a summary of the legislation, and presidential recommendations and statements concerning education and training. (DM)

ED 029 097 VT 007 658

Mangum, Garth L.

Reorienting Vocational Education. Policy Papers in Human Resources and Industrial Relations No. 7.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations; National Manpower Policy Task Force, Washington, D.C.

Pub Date May 68

Note—63p.

Available from—Publications Office, Institute of Labor and Industrial Relations, Museums Annex, Ann Arbor, Michigan 48104 (\$1.25).

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—Educational Benefits, \*Educational Change, Educational Innovation, Educational Philosophy, Educational Status Comparison, Educational Supply, Educational Trends, Federal Laws, \*Program Effectiveness, \*Program Evaluation, \*Vocational Education

Identifiers—Vocational Education Act of 1963

The Vocational Education Act of 1963 represented the first reconsideration of vocational education since 1917, and was the immediate product of a panel of consultants who found that vocational education was insensitive to changes in the labor market and to the needs of the various segments of the population. This report, an evaluation of that act, is part of a larger project to evaluate federal manpower policies and programs, and much of the data and evaluation is similar to that found in the congressional report (VT 007 877). The report covers: (1) Origin and Achievements of the 1963 Act, (2) The Status of Vocational Education, (3) Innovations in Vocational Education, and (4) Reorienting Vocational Education. This last section includes the five operational principles drawn up by the Advisory Council on Vocational Education, and their recommendations for a system of employment based on these principles. (FP)

ED 029 098 VT 007 675

Occupational Therapy Assistants Program.

Demonstration Project.

Wisconsin State Board of Health, Madison.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 68

Grant—CH53-4

Note—681p.

Available from—Wisconsin Division of Health, P.O. Box 309, Madison, Wisconsin 53701.

EDRS Price MF-\$3.50 HC-\$34.15

Descriptors—Admission Criteria, Certification, Clinical Experience, Consultation Programs, Course Content, Curriculum, Demonstration Programs, \*Health Occupations Education, Individual Characteristics, Instructional Materials, \*Nursing Homes, Occupational Therapists, \*Occupational Therapy Assistants, Personnel Evaluation, Program Administration, \*Program Descriptions, \*Program Development, Program Evaluation, Tests

Identifiers—Wisconsin

Between November 1964 and June 1967, 83 women and five men completed a 4-month course held in several Wisconsin locations to prepare them as Certified Occupational Therapy Assistants to (1) plan and direct a general activity or supportive program of occupational therapy, (2) train individual patients in independent performance of activities of daily living, and (3) assist the Registered Occupational Therapist in carrying out a specific treatment program designed to correct or improve specific pathology. The average age of trainees was 37; 12 had not completed the 12th grade while 53 listed

some post-secondary education. The curriculum, developed by a committee of Registered Occupational Therapists in the field of geriatrics and chronic illness, state board of health occupational therapy consultants, and selected advisory committee members, consisted of 369 hours of academic work and 160 hours of practical experience. Topics included an introduction to the training program and the occupational field, personality development, physical development, skills, relationships with other services, personnel policies, and mental terminology. Eighty-two graduates were employed. (JK)

**ED 029 099** VT 007 769  
Report...to the Secretary of Health Education and Welfare.

National Citizens Advisory Committee on Vocational Rehabilitation (DHEW), Washington, D.C.

Pub Date 26 Jun 68

Note—117p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS1.2:V85, \$75).

**EDRS Price MF-\$0.50 HC Not Available from EDRS.**

Descriptors—Advisory Committees, Correctional Education, Federal Aid, \*Handicapped, \*Human Services, \*Program Development, \*Program Evaluation, Public Relations, Rehabilitation Centers, Rehabilitation Counseling, Rehabilitation Programs, Research, \*Vocational Rehabilitation, Work Experience Programs

In 1965, the Committee on Appropriations of the House of Representatives provided for the establishment of a citizens advisory body to (1) make a comprehensive study of the vocational rehabilitation program and vocational rehabilitation needs, and (2) formulate goals and make specific recommendations for arriving at these goals. Among recommendations were: (1) increased federal funds and availability of funds through state rehabilitation agencies to develop programs under the auspices of other agencies, (2) encouragement of employers to set up on-the-job training programs, (3) cooperative involvement of management, labor, and government in developing approaches to employment of the handicapped, (4) preparation of more disabled persons for jobs in the distribution and service fields, (5) assurance that individuals on the workmen's compensation roles who need and can benefit from rehabilitation services receive them, (6) establishment of cooperative school rehabilitation programs, (7) provision of federal grants to correctional agencies for rehabilitation services, (8) decentralization of rehabilitation offices to provide services where people live, (9) increased employment of rehabilitation aides from neighborhoods where service is to be provided, and (10) extension of educational programs for personnel. (UK)

**ED 029 100** VT 007 770  
Offenders as a Correctional Manpower Resource. Report of a Seminar (Washington, D.C., March 7-8, 1968).

Joint Commission on Correctional Manpower and Training, Washington, D.C.

Pub Date Jun 68

Note—108p.

Available from—Joint Commission on Correctional Manpower and Training, 1522 K Street, N.W., Washington, D.C. 20005 (\$1.00).

**EDRS Price MF-\$0.50 HC-\$5.50**

Descriptors—Community Attitudes, \*Conference Reports, \*Corrective Institutions, Human Services, \*Manpower Development, \*Manpower Utilization, Models, Pilot Projects, Political Issues, \*Prisoners, Program Development, Rehabilitation, Rehabilitation Programs, Social Problems

The use of the offender and ex-offender as manpower resources in corrections is a practice about which there is little agreement but an enormous amount of concern. Self-help programs such as Alcoholic's Anonymous and Synanon have attracted wide attraction. The concept of using a product of the problem to help others with the same problem is not new, but it has been applied only to a limited degree in the rehabilitation of the public offender. To allow a full expression of views on this topic, the papers given at this meeting examine the promise and problems of such a program for the offender himself, for the correctional system and for society.

Presentations include: "Offender Participation in the Correctional Process: General Theoretical Issues" by LaMar T. Empey; "Sources of Resistance to the Use of Offenders and Ex-Offenders in the Correctional Process" by Donald R. Cressey; and "Vital Components of a Model Program Using the Offender in the Administration of Justice" by J. Douglas Grant. (CH)

**ED 029 101** 08 VT 007 772  
Krumholtz, John D., And Others

Vocational Problem-Solving Experiences for Stimulating Career Exploration and Interest: Phase II. Final Report.

Stanford Univ., Calif. School of Education.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0111

Pub Date Aug 68

Grant—OEG-4-7-070111-2890

Note—480p.

**EDRS Price MF-\$2.00 HC-\$24.10**

Descriptors—Achievement Tests, \*Career Planning, Complexity Level, Control Groups, Experimental Groups, Experimental Programs, \*Information Seeking, Literature Reviews, Material Development, Methods Research, \*Motivation Techniques, \*Occupational Guidance, Occupational Information, Problem Sets, \*Problem Solving, Program Descriptions, Questionnaires, Reactive Behavior, Simulation, Stimulus Devices, Work Experience

This project was composed of two major research experiments and four subsidiary experiments, designed to test alternative ways of constructing and applying occupational problem-solving materials. In Part I, Difficulty Level of Simulated Vocational Problems in Encouraging Career Exploration, it was found that the difficulty level did significantly interact with initial occupational interest when knowledge of the occupations studied was used as a measure. Part II includes four subsidiary studies: (1) Simulated Work Experience: An Attempt to Encourage Career Exploration, (2) An Optimal Grade Level for Career Exploration?, (3) Vocational Information-Seeking Behavior as Affected by a Problem-Solving Work Kit and Set Establishment, and (4) Simulated Work Experience: How Realistic Should It Be? Results from Part III, Orienting Stimuli in Vocational Problem-Solving as Factors in Promoting Career Information Seeking, indicate that subjects who receive their first choices of vocational stimulation kits reported varied information-seeking activities more than did subjects who were denied their first choices. Also, subjects who receive specific questions comparing occupations achieved higher scores on occupational information tests than did subjects who received general questions. (CH)

**ED 029 102** VT 007 787  
Guide for Developing a Pre-Employment Training Program for Nurses' Aides.

Michigan League for Nursing, Detroit.

Pub Date Jan 68

Note—40p.

Available from—Michigan League for Nursing, Room 314, 51 West Warren Avenue, Detroit, Michigan 48201 (\$2.00).

**EDRS Price MF-\$0.25 HC-\$2.10**

Descriptors—\*Administrator Guides, \*Curriculum Guides, \*Health Occupations Education, \*Nurses Aides, Program Development, Program Planning

The guide is intended to serve two purposes: (1) to provide information to agencies contemplating the establishment of a pre-employment training program, and (2) to assist administrative and instructional personnel responsible for such programs. Prior to publication, a tentative draft was circulated to directors of nursing in the 143 Michigan League for Nursing member hospitals for review and recommendations, and selected individuals were consulted. The guide is organized into three major sections. Part I, a guide for initial planning, discusses assessing community needs, selecting the program setting, financing the program, appointing the advisory committee, and interpreting the program. Part II, a guide for organizing the program, deals with the purpose, role of the worker, administrative and fiscal responsibility, instructional staff, training facilities, trainee recruitment and selection, training objectives, curriculum planning, evaluation, and employment counseling. Part III, guides for the instructional staff, presents model training objec-

tives, recommended curriculum content, and a model lesson plan and source schedule. Appendixes include information on age distribution and education background of nurse aides in Michigan and a listing of related references. (JK)

**ED 029 103** VT 007 797

The Engineering Technician.

American Society for Engineering Education,

Washington, D.C.

Pub Date May 68

Note—23p.

Available from—Publications, American Society for Engineering Education, 2100 Pennsylvania Avenue, N.W., Washington, D.C. 20037 (\$5.00).

**EDRS Price MF-\$0.25 HC-\$1.25**

Descriptors—\*Career Opportunities, \*Engineering Technicians, \*Engineering Technology, \*Occupational Information, \*Program Descriptions

Occupational and educational information concerning 12 categories of engineering technicians and engineering technology is presented. This information covers the role of the technicians, student qualifications, typical job titles, and typical educational programs. The categories presented are (1) air conditioning, heating, and refrigeration, (2) architectural and building construction, (3) aviation and aerospace, (4) chemical, (5) civil, (6) electrical and electronics, (7) electronics and computers, (8) fluid power, (9) industrial, (10) mechanical, (11) metallurgical, and (12) nuclear. (EM)

**ED 029 104** VT 007 808

Industrial Arts Education: Purposes, Program, Facilities, Instruction, Supervision.

American Council of Industrial Arts Supervisors.

Spons. Agency—American Industrial Arts Association, Washington, D.C.

Pub Date 69

Note—41p.

Available from—American Industrial Arts Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—Curriculum, \*Educational Facilities, \*Educational Objectives, Elementary Grades, \*Industrial Arts, Instruction, \*Program Descriptions, \*School Supervision, Secondary Grades, Supervision

Industrial arts education is designed specifically to help prepare individuals for meeting the requirements of a technological culture. It is an integral part of education from kindergarten through higher education which provides representative experiences in industrial skills and processes. This planned program requires special facilities which may be of these major types: unit, limited general, or comprehensive general school shops. These are selected to match the objectives of the instructional program. Such instruction is more commonly offered by regular elementary classroom teachers and specialized secondary teachers. The content of courses are presented according to levels for each major area of industrial arts. These levels are typically represented as Level I, Introductory; Level II, Basic; Level III, Intermediate; and Level IV, Advanced; and they represent levels of performance as well as knowledge complexity. Supervisors of industrial arts are concerned with one basic objective, that is, the improvement of instruction. This is accomplished by stimulating, guiding, assisting, and leading teachers to evaluate their attitudes, practices, educational activities, and teacher procedures. A list of members of the American Council of Industrial Arts Supervisors is included. (EM)

**ED 029 105** 24 VT 007 818

An Identification and Analysis of Effective Secondary Level Vocational Programs for the Disadvantaged. Final Report.

Social, Educational Research and Development, Inc., Silver-spring, Md.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-8-9015

Pub Date Dec 68

Contract—OEC-0-8-089015-3344(010)

Note—314p.

**EDRS Price MF-\$1.25 HC-\$15.80**



Descriptors—Behavior Change, Case Studies (Education), Cost Effectiveness, Curriculum, \*Disadvantaged Youth, Educational Quality, Job Placement, Models, National Surveys, Program Administration, \*Program Descriptions, Program Effectiveness, \*Program Evaluation, Questionnaires, \*Secondary Schools, Student Characteristics, Student Evaluation, Success Factors, \*Vocational Education

The primary focus was on the impact of vocational programs on educational achievement, job training, and job placement of disadvantaged youth. Procedures were developed to insure coverage of all major categories of the disadvantaged, all major areas of vocational education, pre-vocational programs, comprehensive regional coverage, and private as well as public schools. No exemplary programs were found, but 30 secondary level programs were eventually selected as case studies. Site visits were made for program staff interviews and observations of students, facilities, equipment and "climate." The evidence suggests that vocational education for the disadvantaged is limited and highly variable in effectiveness in that the most seriously disadvantaged received the poorest education. It was concluded that truly exemplary programs could be built upon the exemplary features identified and presented in this study. (CH)

ED 029 106 VT 007 831  
Smith, Donald N.

# **Technological Change in Michigan's Tool and Die Industry.**

Michigan Univ., Ann Arbor. Industrial Development Div.

Pub Date 68

Note—133p.

Available from—Industrial Development Division, Institute of Science and Technology, University of Michigan, 2200 North Campus Boulevard, Ann Arbor, Michigan 48105 (\$3.00)

## **Document Not Available from EDRS.**

Descriptors—Economic Climate, \*Economic Factors, \*Employment Patterns, Industrial Structure, \*Industry, \*Machine Tools, Numerical Control, Occupational Information, Productivity, Research Projects, Statistical Data, \*Technological Advancement

Identifiers—Michigan, \*Tool And Die Industry

This study was conducted to answer four questions about the tool and die industry in Michigan. These were: (1) What are the current production techniques? (2) To what extent are these industrialists aware of new technologies? (3) What technical and economic factors affect technological change? and (4) To what extent will new technologies replace existing skills and manufacturing processes? Data were collected from 122 firms over a 3-year period by personal interview utilizing a 24-page questionnaire. Descriptive chapters are: (1) Structure of the Tool and Die Industry, (2) Profile of the Industry in Michigan, (3) Skills, Equipment, and Productivity, (4) Factors Affecting Toolmaking Innovations, (5) Electrical Discharge Machining in Tool and Die Manufacture, (6) Features of Numerical Control, (7) Transition to Numerical Toolmaking, (8) Pace of Transition, (9) Challenges for the Industry, and (10) Impact on Labor. Numerical control and electrical discharge machining were found to be the most significant technological advancements. The author refrains from making quantified predictions of the effects, but rather presents diverse points of view and general statements of the effects on labor, training, and unemployment. The appendices contain 36 job descriptions, a discussion of the 1975 and 1980 output demand for this industrial segment, and statistical data relative to the Standard Industrial 3544 industrial segment. (EM)

ED 029 107 VT 007 872  
Schaefer, Carl J. Kaufman, Jacob J.

# **Occupational Education for Massachusetts. A Report Prepared for the Massachusetts Advisory Council on Education**

Pub Date Jun 68

Note—292p.

EDRS Price MF-\$1.25 HC-\$14.70

Descriptors—Advisory Committees, Curriculum, Educational Change, Educational Finance, Educational History, Educational Legislation, \*Educational Needs, \*Educational Objectives, Educational Philosophy, Educational Planning, \*Master Plans, Post Secondary Education, Program Administration, Program Development,

Program M Effectiveness, \*Program Evaluation, Secondary Education, State Legislation, State Surveys, Teacher Education, \*Vocational Education

Identifiers—MACE, \*Massachusetts, Massachusetts Advisory Council on Education

A statewide study of vocational and technical education was initiated to evaluate the present system and recommend a master plan for the development, coordination, and expansion of occupational education. Chapters discuss: (1) Key Issues in Occupational Education, (2) Vocational and Technical Education in Massachusetts and the United States, (3) The Study Methods, (4) The Adequacy of Vocational Education in Preparing Youth for Employment, (5) Occupational Education in the Private Sector, (6) The Image of Vocational Education, (7) Teacher Education, (8) Financing of Education in Massachusetts, (9) Educational Media and Vocational-Technical Education, (10) Occupational Education in Massachusetts' Regional Community Colleges, (11) The Economy and Occupational Requirements of Massachusetts, and (12) Recommendations. Recommendations were advanced for improvement in vocational education in areas of: (1) curriculum, (2) comprehensive high schools, (3) organization, (4) institutes for educational development, (5) administration, (6) teacher education, (7) public support, (8) community colleges, (9) financing, and (10) legislation. The appendices contain the meetings, conferences, and schools visited and tables of supporting data. (DM)

ED 029 108 VT 007 894

# **Report of the National Advisory Commission on Health Manpower. Volume 1.**

National Advisory Commission on Health Manpower, Washington, D.C.

Pub Date Nov 67

Note—102p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (PR-36.8:H34/R29/Vol 1, \$45).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Employment Trends, Federal Aid, Government Role, Health Occupations Education, \*Health Personnel, \*Health Services, Manpower Needs, Manpower Utilization, \*Professional Education, Program Evaluation

Identifiers—\*National Advisory Commission on Health Manpower

In 1966, the President established the National Advisory Commission on Health Manpower to "develop appropriate recommendations for action by government or by private institutions, organizations, or individuals for improving the availability and utilization of health manpower." Recommendations include: (1) federal funds to encourage enrollment expansion by medical and dental schools, (2) appropriate utilization of nursing skills and improved salaries and personnel policies for nurses, (3) university supervision of formal education for all health professions, (4) continuous revision of curriculums for health professionals on the basis of a continuing functional analysis of health care, (5) high priority to federal support of experimental programs for training and utilizing new categories of health professionals, (6) high priority to health care of the disadvantaged, (7) implementation of a major program in the area of accident prevention and emergency care, (8) stress by the federal government and health insurance organizations to introduce payment formulas which would reward efficiency and quality of hospital care, and (9) financial support for experimental projects of integrated health service systems. VT 007 895 is a related document. (JK)

ED 029 109 VT 007 916  
Garner, Kate B. Sperry, Irwin V.

# **Information and Services Obtained and Desired by Parents of Elementary School Children. Technical Bulletin No. 183.**

North Carolina Agricultural Experimental Station, Raleigh; North Carolina Univ., Greensboro. School of Home Economics.

Pub Date Jan 68

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—\*Child Care, \*Community Resources, \*Community Services, \*Elementary School Students, Family Characteristics, Information Sources, Information Utilization,

\*Parent Education, Parent Reaction, Parent School Relationship, Rural Family

The total variety of ways in which parents learn to care for their children during different stages of their development is impossible to ascertain. Numerous programs are available to aid parents in understanding children, and evaluation of these programs is difficult. To determine the reception and effectiveness of such resources, 496 mothers of randomly selected rural elementary school pupils were asked to recall from memory the services of information which they had utilized and the sources from which they were obtained. Findings were presented as Descriptive Results and Inferential Results, subdivided by: (1) Sources of Information, (2) Types of Information and Services Received, (3) Desired Services and Information, (4) Related Subjects. The appendix contains titles of selected publications and the number of mothers familiar with them, or similar publications and the relationships between variables and items which were statistically significant. (FP)

ED 029 110 VT 007 963

McDaniel, Lucy V.

# **Programmed Instruction for Aides in Physical Therapy. Final Report.**

Rancho Los Amigos Hospital, Inc., Downey, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Oct 68

Grant—RD-1712-M-66-C1

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—Achievement Tests, Curriculum, Curriculum Development, \*Health Occupations Education, \*Methods Research, Physical Therapy, \*Physical Therapy Aides, Program Development, \*Programed Instruction, Program Evaluation, \*Teaching Methods, Test Construction

The purpose of this project was to develop an effective, efficient, standard method of training aides using programed instruction. A 2-month curriculum which had been established in the Los Angeles County Hospitals in 1962 was refined and objectives were specified in behavioral terms. Programed instruction materials were written for the knowledge aspects of the course, and tests were developed to evaluate the effectiveness of the curriculum and the materials. The November 1967 class of trainees who participated in the demonstration project were compared with trainees of 1963 who had had formal group training but no programed instruction and with a group trained in 1961 or before with on-the-job training only. The test results indicated that those who had had formal training attained more knowledge than those with on-the-job training only. There was no significant difference between formal group training without programed instruction and formal group training with programed instruction. However, the latter required 35 percent less instructor time. It is recommended that programed instruction be integrated into formal training programs because it conserves instructor time, provides for flexible scheduling for large or small groups, and aids in standardizing content. Appendices include a sample test, a curriculum outline, a day-by-day program schedule, and a rating scale. (JK)

ED 029 111 VT 008 001

# **Technical Education in Ohio's State-Assisted Institutions of Higher Education. Progress Report. Ohio Board of Regents, Columbus.**

Pub Date 68

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—\*Associate Degrees, \*Community Colleges, \*Post Secondary Education, Program Guides, \*Standards, State Colleges, \*Technical Education, Technical Institutes

Identifiers—\*Ohio

Since 1963, 18 campuses have been developed in Ohio at public institutions of higher education offering a 2-year program in technical education. Three additional centers for technical education are being developed. In 1967-69 more than 14,000 students were enrolled in 215 different technical education programs with nearly 2,000 associate degrees earned in the academic year ending June 30, 1968. Supplemented by federal funds over \$52 million appropriated by the Ohio General Assembly has been spent for these 2-year

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campuses. The Ohio Board of Regents and the State Board of Education consider technical education beyond high school an integral part of higher education, and the former has established appropriate standards for curriculum, faculty and facilities. As funds become available, the Ohio Board of Regents plans to extend the network of technical education centers, to improve the financial support of technical education, and to encourage increased student and employer understanding and acceptance of technical education. (MU)

ED 029 112 VT 008 008

**Vocational Training, Employment and Unemployment. Part One—National Trends; Part Two—Profiles of The States.**

Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date Jan 69

Note—160p.

EDRS Price MF-\$0.75 HC-\$8.10

Descriptors—Comparative Analysis, Employment, Employment Projections, \*Employment Trends, Federal Programs, Instructional Innovation, Labor Force, Manpower Development, \*Manpower Needs, \*National Surveys, Population Trends, Profile Evaluation, Race Influences, \*Unemployment, \*Vocational Education

It is the purpose of this study to present problems of unemployed youth in the context of changing manpower needs, labor force projections, and federally sponsored skill training programs. It is intended to be useful as a guide for administrators with job training responsibilities in the planning of vocational programs. Part I, dealing with National Trends, presents an analysis of unemployment and employment trends, and manpower requirements in the 1970's. Data on federally sponsored vocational training programs, and tables describing projected manpower needs are included. Part II, Profiles of The States, explores the relationship between net migration, labor force projections, unemployment, and federally sponsored training programs. Maps and tables of states are used to present extensive data. A future volume in the study will present a profile of nine American cities. (CH)

ED 029 113 VT 008 027

**New Designs For The Challenge Of The 1970's.** American Vocational Association, Washington, D.C.

Pub Date Mar 68

Note—15p.

Available from—American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (\$0.50)

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Educational Change, \*Educational Needs, Educational Trends, Objectives, Program Development, Program Evaluation, Program Improvement, \*Program Planning, Seminars, \*Trade and Industrial Education

A seminar was held in May of 1967 addressed to what trade and industrial education will contribute to America's future. This report is one product of the meeting containing sections on: (1) The Challenge of the 1970s, (2) The Mission, (3) People, Needs, and Programs, (4) Interrelationships, (5) Expanding Horizons, and (6) Conclusions. Some major conclusions were: (1) More attention must be devoted to occupational education at the post-secondary level, (2) Educators must be sensitive to all educational and training needs, (3) Funds and efforts must be coordinated and mutually supportive, (4) Trade and industrial education services must continue as part of the public educational system, (5) Continuous modernizing and expansion of programs, facilities, and services must be accomplished, (6) It is imperative that trade and industrial education work cooperatively with all vocational education services, and (7) Programs must provide for continuing orientation to world of work. A companion publication is announced as VT 008 026. (DM)

ED 029 114 VT 008 029

**Technical Drawing: An Applied Study—First Year.** New Jersey State Dept. of Education, Trenton. Div. of Vocational Education; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Pub Date Jul 68

Note—266p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903 (\$2.25).

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—\*Drafting, Industrial Arts, Secondary Grades, \*Study Guides, \*Textbooks, \*Trade and Industrial Education

This combined text and study guide is for use by high school and junior college students enrolled in first year technical drawing courses and can also be used by the instructors in conjunction with any standard drawing test. It was developed by the author and tested in local classes before publication. The major sections are (1) Drafting Room Orientation, (2) Introduction to Drawing, (3) Multiview Sketching and Projection, (4) Working Drawing Interpretation, (5) Sections and Related Conventions, and (6) Isometric Drawings. Each of the 28 lessons includes objectives, references, textual material, and one or more assignments. Illustrations are line drawings and half tones. Supplementary material consist of 12 standard reference tables such as American Standard Association abbreviations, force and shrink fits, and thread standards. (EM)

ED 029 115 VT 008 050

**Training the Auxiliary Health Workers; An Analysis of Functions, Training Content, Training Costs, and Facilities.**

Public Health Service (DHEW), Washington, D.C. Health Services and Mental Health Administration.

Pub Date May 68

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (PHS Bulletin 1817, \$3.00).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Administrator Guides, Educational Facilities, \*Educational Programs, \*Health Occupations, \*Health Occupations Education, Occupational Information, Personnel Needs, Program Content, Program Costs, \*Program Descriptions, Program Development, Program Length

The booklet describes what each type of worker is allowed to do and presents an overview of the substantive content of the training, length of training, training costs, and kinds of facilities and staff needed. The types of workers include community health aide, homemaker-home health aide, social worker aide, food service supervisor, physical therapy aide, medical record clerk, nursing assistant, licensed practical nurse (LPN), licensed practical nurse (advanced clinical), licensed practical nurse (public health), operating room technician (post-LPN training), medical aide (inhalation therapy), dental assistant, and purser-pharmacist mate. (JK)

ED 029 116 VT 008 051

**Statistical Tables on Manpower.**

Manpower Administration (DOL), Washington, D.C.

Pub Date 68

Note—111p.; Reprint from 1968 Manpower Report.

Available from—Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Ave., N.W., Washington, D.C. 20210

EDRS Price MF-\$0.50 HC-\$5.65

Descriptors—\*Employment, Employment Level, Employment Projections, \*Employment Statistics, Employment Trends, Federal Programs, Individual Characteristics, \*Labor Force, Labor Turnover, \*Manpower Utilization, Occupations, Productivity, Tables (Data), \*Unemployment, Vocational Education, Wages, Working Hours

The President sends to the Congress each year a report on the Nation's manpower, as required by the Manpower Development and Training Act of 1962, which includes a comprehensive report by the Department of Labor on manpower requirements, resources, utilization, and training. This statistical appendix to the Department of Labor report presents data under seven major headings. Section A contains data on the labor force, employment, unemployment, long term unemployment, and full- and part-time employment. In Section B the special labor force data include tables on marital status, school enrollment, educational attainment, and dual jobholders and work experience. Section C contains

data on employment, hours, earnings, and labor turnover in nonagricultural establishments. The state and area employment and unemployment data compose Section D. In Section E, estimates and projections are made for population and labor force, employment, educational attainments, and goals. In Section F, manpower program statistics include both Manpower Development and Training Act programs and other programs. Section G contains productivity, gross national product, and other data. The "Manpower Report of the President" for 1968 is available as ED 020 299. (MU)

ED 029 117 08 VT 008 077

Macconnell, James D., And Others

**A Guide for Planning Facilities for Occupational Preparation Programs for Medical Assistants.** Research Series No. 32.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0158

Pub Date Apr 69

Grant—OEG-3-7-000158-2037

Note—67p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.00).

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—Annotated Bibliographies, \*Educational Facilities, Educational Planning, \*Educational Specifications, \*Facility Guidelines, Facility Requirements, \*Health Occupations Education, Instructional Programs, \*Medical Assistants, Rating Scales, Records (Forms), Space Utilization

In addition to the major purpose of developing the necessary information for writing educational specification for housing medical assistant programs, the guide is designed to: (1) assist planners in the formation of creative housing solutions for desired programs, (2) prevent important considerations from being overlooked in the planning process, and (3) encourage logical and systematic planning. The guide includes four sections. Part I is a discussion of the major purpose, underlying assumptions, recent instructional trends, and guiding principles. Part II gives important information on medical assistant objectives and the kinds of programs which will be organized to implement them. Part III describes in detail the actual spaces desired to house the program. Part IV is an annotated bibliography of reference sources which offer a more detailed treatment of the various phases of facility planning. A Guide to Systematic Planning for Vocational and Technical Schools (ED 026 537) is a related document. (JK)

ED 029 118 VT 008 080

**The Manpower Development Council, State of Iowa. Final Report.**

Iowa State Manpower Development Council, Des Moines; Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 68

Note—151p.

EDRS Price MF-\$0.75 HC-\$7.65

Descriptors—\*Agency Role, Demonstration Programs, Experimental Programs, Federal State Relationship, \*Interagency Coordination, \*Manpower Development, Program Administration, Program Coordination, \*Program Descriptions, Program Development, Program Evaluation, \*State Agencies

Identifiers—\*Iowa State Manpower Development Council, Manpower Development and Training Act Programs, MDTA Programs

The Iowa State Manpower Development Council was established as an experiment in local coordination of federal, state and community manpower programs. Shifts in the occupational and industrial attachment of workers and heavy out-migrations of workers from rural to urban areas underscored the importance of human resource development. The major goal of the Council was to develop an active, cohesive and comprehensive system of human resource development through the five functions of coordination, technical assistance, liaison, information, and innovation. Some major activities promoted by the Council were: (1) surveys of



manpower needs and resources, (2) youth programs, (3) mobility projects, (4) institutional training programs, (5) on-the-job training programs, (6) older worker programs, (7) community action programs, (8) physical, mental and social handicapped prevocational counseling centers, and (9) job vacancy survey. The organization of the Council includes the three major divisions to handle Experimental and Demonstration Programs, Program Development and Technical Assistance, and Human Resources Planning. The narrative contains a discussion of the experimental and demonstration programs conducted, programs developed, utilization of the Council, and a review and evaluation. (DM)

ED 029 119 VT 008 098

Weber, Robert E.

**The Problem of Youth Training.**

Welfare Administration (DHEW), Washington, D.C. Office of Juvenile Delinquency and Youth Development.

Pub Date 65

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Cost Effectiveness, Delinquency Prevention, Disadvantaged Youth, \*Employment Problems, \*Employment Programs, Job Training, \*Rehabilitation Programs, \*Vocational Education, Youth Agencies, \*Youth Employment

Delinquents involved in youth employment programs may be characterized as dropouts, unemployed high school graduates, underemployed youth ready for skill training, resistant and hard-to-reach, having cultural and communication inadequacies, and having physical and emotional disability. Once trained these youth sometimes refused to accept employment, were poorly prepared for earning money, got into trouble, sometimes quit the low-entry jobs, were sometimes fired after placement, and had to be brought back into the program for further training and remediation. Other factors included discrimination, a shortage of the requisite kinds and numbers of jobs, the obsolescence and inadequacy of existing vocational schools, the refusal of labor unions to support apprenticeship programs, and the lack of program coordination between those who train and those who hire. The school dropout is for the most part trainable and employable, but only with a considerable investment in time and dollars. The strategy of the economics of intervention and return on investment indicate that prevention is cheaper than therapy. Some alternatives to existing youth employment training programs are the armed forces model, the school model, the redefinition model and the industrial model. (DM)

ED 029 120 08 VT 008 126

MacConnell, James D., and Others

**A Guide for Planning Facilities for Occupational Preparation Programs for Medical Secretaries.**

Research Series No. 33.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-7-0158

Pub Date Apr 69

Grant—OEG-3-7-000158-2037

Note—59p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.00).

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—Annotated Bibliographies, \*Educational Facilities, Educational Planning, \*Educational Specifications, \*Facility Guidelines, Facility Requirements, \*Health Occupations Education, Instructional Programs, Office Occupations Education, Rating Scales, Records (Forms), \*Secretaries, Space Utilization

The major purpose of this facility planning guide is to develop the necessary information for the writing of educational specifications to house medical secretary programs by (1) assisting planners in the formation of creative housing solutions for desired programs, (2) preventing important considerations from being overlooked in the planning process, and (3) encouraging logical and systematic planning. The guide includes four sections. Part I (Introduction) is a discussion of the major purpose, the underlying assumptions, recent instructional trends, and the guiding prin-

ciples. Part II (The Instructional Program) gives the important information on medical secretary training objectives and the kinds of programs which will be organized to implement them. Part III (Distinctive Types of Instructional Areas to be Provided) describes in detail the actual spaces desired to house the program. Part IV is an annotated bibliography of reference sources which offer a more detailed treatment of the various phases of facility planning. A Guide to Systematic Planning for Vocational and Technical Schools (ED 026 537) is a related document. (CH)

ED 029 121 VT 008 129

**Manpower Requirements for Pollution Control and Water Resources in Indiana and a Related Pollution Control Technology Curriculum. Manpower Report 69-1.**

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

Pub Date Feb 69

Note—70p.

Available from—Office of Manpower Studies, Purdue University, Lafayette, Indiana 47907 (\$1.50).

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—\*Air Pollution Control, Associate Degrees, \*Curriculum Design, Educational Needs, Employment Opportunities, Employment Projections, Manpower Needs, \*Occupational Surveys, Professional Occupations, Questionnaires, State Surveys, \*Technical Education, Technical Occupations, \*Water Resources

Identifiers—\*Indiana

The purpose of this study was to identify the trained manpower needed to cope with Indiana's mounting problems in air and water pollution control, liquid and solid waste disposal, and water supply and resources. This report contains data concerning the present employment, current job opportunities, and projected manpower needs for related professional and technician level occupations. Included are details of a proposed associate degree program designed to prepare pollution control technicians. A 22-item selected bibliography, sample copy of the questionnaire used, appendixes and numerous statistical tables are included in the report. (CH)

ED 029 122 24 VT 008 138

Alexander-Frutschi, Marian, Ed.

**Occupational Education and Training for Development; Account of an International Conference at Stanford.**

Stanford Univ., Calif. Stanford International Development Education Center (SIDECE).

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OET-2

Bureau No.—BR-6-2597

Pub Date 68

Contract—OEC-4-7-062597-1654

Note—228p.

Available from—Publications Secretary, SIDECE, School of Education, P.O. Box 3239, Stanford, California 94305

EDRS Price MF-\$1.00 HC-\$11.50

Descriptors—Agricultural Education, \*Conference Reports, Curriculum Development, Educational Improvement, Educational Needs, \*Educational Problems, Foreign Countries, Interdisciplinary Approach, \*International Programs, Organization, \*Program Planning, Research Needs, \*Vocational Education, Workshops

Identifiers—\*Workshop On Occupational Education and Training

Thirty-three participants with experience in 15 countries concerned themselves with the following issues: (1) the role of education in achieving economic-social-political development, (2) types of skills, knowledge, and personality traits needed in different occupational roles, (3) the allocation of functions of occupational education among various institutions and systems of instruction, (4) organizations and incentives for promoting training by employing organizations, (5) ways of providing feedback about the actual needs of the production system, (6) the advisability of separate academic and vocational schools at secondary level, (7) the cost effectiveness of occupational education, and (8) methods of financing occupational education. Major topics discussed during the July 24-August 4, 1967 period were: (1) Interrelationships of General and Occupational Education, (2) Curriculum Development in

Occupational Education and Training, (3) Organization of Occupational Education and Training, (4) Agricultural and Rural Aspects of Occupational Education and Training, and (5) Frontiers for Action in Occupational Education and Training. Discussion of the workshop participants, 16 prepared papers presented for discussion by participants, and a reference list are included. (DM)

ED 029 123 VT 008 171

Taves, Marvin J. Collier, Richard W.

**In Search of Opportunity. A Study of Post High School Migration in Minnesota. Technical Bulletin 247.**

Economic Research Service (DOA), Washington, D.C. Farm Production Economics Div.; Minnesota Univ., Minneapolis. Agricultural Exploration Station.

Pub Date 64

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Career Choice, \*Economic Factors, \*Graduate Surveys, \*High School Graduates, \*Migration, Migration Patterns, Occupational Aspiration, \*Occupational Choice, Occupational Mobility, Relocation

Identifiers—Minnesota

To examine the migration and vocational choices of recent high school graduates from three geographical areas of Minnesota, data were obtained by questionnaires and interviews of 739 male high school graduates from the years 1948-1956. The sample was stratified by agricultural income of the region. Some findings were: (1) Out-migration was greater in the high agricultural income area, (2) Career advancement was highly associated with migration, (3) In the high agricultural income area, out-migration was associated with residence, father's occupation, present occupational aspiration, year of high school graduation, and age at the time of interview, (4) In the low agricultural income area, migration was associated with present occupational aspiration, year of graduation, age at time of interview, and place of early adulthood residence, (5) Graduates who migrated from the low income agricultural area tended to remain within commuting distance of their high school community or leave the state entirely, (6) High agricultural income area graduates more frequently move beyond the commuting distance of their home high schools but remained within the state, (7) 64 percent of the low agricultural income area and 47 percent of the high agricultural income area graduates who migrated moved to cities of 100,000 or more. (DM)

ED 029 124 08 VT 008 182

Brandon, George L., Ed.

**Research Visibility. Administrative Problems in Vocational Education.**

Bureau No.—BR-7-0633

Pub Date Jan 69

Grant—OEG-2-7-070633

Note—16p.

Journal Cit.—American Vocational Journal; v44 n1 p41-56 Jan 1969

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Administrative Policy, \*Administrative Problems, \*Bibliographies, Cost Effectiveness, Educational Change, Educational Facilities, \*Educational Research, \*Research Reviews (Publications), Technical Education, \*Vocational Education

Thirteen research reviews in this issue pertain to administrative problems in vocational education. They are organized under these topics: (1) National and State Leadership, which includes four reports covering waste, duplication, and inefficiency, state level administration, changing roles of state education departments, and program planning and programing, (2) The Local Administrator which reviews a workshop devoted to trade and industrial cooperative education and a study of the role of advisory committees in junior colleges, (3) Cost-Benefit Analysis, which treats a statement on national policy and a symposium in interim report, (4) Plant and Facilities, which reports four publications on the major considerations and aspects of facility planning, and (5) Employment of Retired Military Personnel. "Plain Talk," a continuing column by the author, reviews present research funding limitations, priority research problem areas, and legislative implications for professional vocational education manpower development. The bibliography lists 25

reports which are related to administrative problems. (EM)

ED 029 125 08 VT 008 188

Tuckman, Bruce W.  
Analysis, Classification and Integration of Educational Objectives.

Rutgers, The State Univ., New Brunswick, N.J.  
Bureau No—BR-8-0334

Pub Date 68  
Grant—OEG-0-8-080334-3736(085)

Note—18p.; Paper presented at meeting of Educational Systems of the '70's network schools (San Mateo, Calif., May 1968).

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—\*Behavioral Objectives, \*Conceptual Schemes, \*Curriculum Development, Educational Objectives, \*Integrated Curriculum, Speeches, \*Vocational Education

Identifiers—\*Educational Systems Of The 70's Network Schools

The ultimate development of an integrated curriculum will necessitate the development and refinement of a scheme, testing the scheme on both subject matter and real life experiences, and greater utilization of existing resources in vocational education. The analysis, integration, and classification of objectives leading to an integrated curriculum will require various intensive activities: (1) in-residence writing programs, (2) laboratory-classroom opportunities to test germinal ideas, and (3) resources for a national testing program. The rationale for an integrated curriculum is contingent upon the fact that many learning experiences in different subject matter areas are quite similar, therefore an attempt is needed to group learning experiences based on process rather than subject matter. Constructing an integrated curriculum involves: development of behavioral objectives by subject matter, and utilization of a scheme for integrating objectives. Such an approach is expected to be utilized for the Study of Curriculums for Occupational Preparation in Education Project (SCOPE). A major advantage to an integrated curriculum is the resulting improved occupational relevance of subject matter material. (DM)

ED 029 126 VT 008 198

Closing the Gap...in Social Work Manpower. Report of the Departmental Task Force on Social Work Education and Manpower.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Under Secretary.

Pub Date Nov 65  
Note—88p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS 1.2M 31, \$55).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—\*Educational Needs, Educational Programs, Employment Opportunities, Employment Problems, Employment Projections, Federal Programs, \*Labor Supply, \*Manpower Needs, \*Manpower Utilization, Occupational Surveys, Professional Recognition, Recruitment, Research Needs, Social Problems, \*Social Workers, Welfare Problems

The Task Force on Social Work Education and Manpower found that theory, practice, and administration within the social work field and public sanctions converge to identify the social worker as a person who, through knowledge, skill, and professional commitment, is equipped to assist individuals and groups enhance their social functioning or cope with problems of social adaptation. Despite this, the division of labor and the demands are not uniformly identified for social workers of differing educational preparation. The size of the social work manpower problem has been caused by the rapid population increase, increased urbanization and industrialization social problems, expansion of the demand and utilization of social services, and greater expectations of individuals for personal and social fulfillment. The need for social workers for Department of Health, Education, and Welfare programs is projected to be 100,000 persons by 1970. Many schools of social work are already full and new facilities are necessary to increase the supply of graduates. Administrative policy on licensure, manpower data collection, financial and career opportunities, job titles and qualifications, and educational programs need to be developed and implemented. (EM)

ED 029 127 08 VT 008 201

Macconnell, James D., And Others

A Guide for Planning Facilities for Occupational Preparation Programs for Dental Laboratory Technicians. Research Series No. 34.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Bureau No—BR-7-0158

Pub Date May 69  
Grant—OEG-3-7-000158-2037

Note—53p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.00)

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—Annotated Bibliographies, \*Dental Technicians, \*Educational Facilities, \*Educational Specifications, \*Facility Guidelines, Facility Requirements, \*Health Occupations Education, Program Content, Program Planning, Rating Scales, Records (Forms), Space Classification

The twelfth in a series also including guides for facilities for medical x-ray technologist, medical assistant, and medical secretary programs, the document is intended for use in the preparation of educational specifications for facilities for dental laboratory technician programs. Designed for use by those responsible for planning facilities, the guide can also be used for instructional purposes in universities, colleges, seminars, and institutes. Pivotal questions about the educational program to be offered are posed, and the answers to these bear directly on the numbers and kinds of instructional areas needed to meet the program alternatives in planning. Part I discusses underlying assumptions, and recent instructional trends. Part II gives information on training objectives and the kinds of programs which will be organized to implement them. Part III describes in detail the actual spaces desired to house the program. Part IV is an annotated bibliography of detailed reference sources for facility planning. A Guide to Systematic Planning for Vocational and Technical Schools (ED 026 537) is a related document. (JK)

ED 029 128 VT 008 220

Facilities for Agricultural Education Curriculums.

Clemson Univ., S.C. Vocational Education Media Center; South Carolina State Dept. of Education, Columbia. Agricultural Education Section.

Pub Date 68

Note—130p.

EDRS Price MF-\$0.75 HC-\$6.60

Descriptors—Agricultural Engineering, Agricultural Production, Agricultural Supplies, Animal Science, Area Vocational Schools, Classroom Arrangement, Classroom Design, \*Educational Equipment, \*Educational Facilities, \*Facility Guidelines, Forestry, Illustrations, Ornamental Horticulture, \*Secondary Grades, Space Utilization, \*Vocational Agriculture

Identifiers—South Carolina  
Expansion of the vocational agriculture program to include education for off-farm agricultural occupations has placed increasing demands on existing facilities for agricultural programs. The facility requirements of the new curriculums are often not met by the existing facilities. Vocational agriculture teachers, state supervisory staff members, and teacher educators assisted a vocational education media center in development of this publication for use by school administrators, architects, state department personnel, teachers, and others interested in setting up new programs. The document includes sections on: General Specifications, Production Agriculture, Agricultural Mechanics, Ornamental Horticulture and Floriculture, Agricultural Sales and Services and Agricultural Chemicals, Livestock Management, and Forestry and Pulpwood Production. Where more than one agricultural curriculum will be offered, modifications are necessary to meet specifications of all included curriculums. The document is illustrated and contains tables of equipment requirements. Each curriculum section includes space requirements, classroom needs, equipment and supply needs, teacher office space, storage area needs, electrical requirements, library, washroom, laboratory needs, farm area needs, and suggested plans. (DM)

ED 029 129 VT 008 221

Special Extension Education for Secretarial and Agricultural Workers. Final Report.

Loyola Univ., New Orleans, La. Inst. of Human Relations.

Spons Agency—Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.

Pub Date Apr 67  
Contract—82-20-66-11

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—\*Adult Vocational Education, Agricultural Education, Basic Skills, Business Education, Demonstration Programs, \*Disadvantaged Groups, \*Federal Programs, Integration Effects, Job Development, Job Placement, \*Manpower Development, Program Content, \*Program Descriptions, Racial Integration, Vocational Counseling

Identifiers—Louisiana, Manpower Development And Training Act Programs, MDTA Programs, \*Project SEESAW

To provide occupational training to disadvantaged groups, a 6-month experimental program was conducted for 150 men and women to: (1) stabilize the rural community, (2) turn technological advancement into opportunity for area residents, (3) obtain information about racially related training and employment problems, and (4) stimulate other groups to solve human resource development problems. Some findings and conclusions as a result of conducting programs in two clerical centers and one equipment maintenance and operation center were: (1) A racially integrated program can be effective in communities with strong traditions of white supremacy (2) Underprivileged rural dwellers can be trained to become productive members of society, (3) Community business leaders should be involved early in the training, and community advisory boards should be created to assist in job development and job placement, (4) 68 of 86 clerical and 26 of 48 agriculture equipment maintenance and operation students were placed, (5) The training period should allow enough time to realistically achieve job oriented goals, (6) The curriculum and methodology should be designed to provide an early sense of achievement, and (7) After the training period communication with students should be continued. (DM)

ED 029 130 VT 008 222

Equality of Opportunity in Manpower Programs. Report of Activity under Title VI of the Civil Rights Act of 1964.

Manpower Administration (DOL), Washington, D.C.

Pub Date Sep 68

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—\*Civil Rights Legislation, Employment, Employment Patterns, \*Equal Opportunities (Jobs), \*Federal Programs, Job Training, \*Law Enforcement, \*Manpower Development, Minority Groups, Program Descriptions, Social Discrimination, Unemployment

Identifiers—\*Civil Rights Act Of 1964  
The Manpower Administration maintains manpower programs and develops manpower plans and policy through its constituent bureaus or offices: Bureau of Apprenticeship and Training, Bureau of Work-Training Programs, Bureau of Employment Security, Office of Manpower Policy, Evaluation and Research (since absorbed as the administrations staff), and Office of Financial and Management Services. Title VI of the Civil Rights Act of 1964 provides in Section 601 that "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits or, or be subjected to discrimination under any program or activity receiving federal financial assistance." To this end, the Department of Labor has established in the Office of the Secretary of Labor, the Office of Equal Opportunity Manpower Programs and has delegated to the special assistant in charge of this office the responsibility to direct and coordinate the department's civil rights programs. The present and future impact of this office and some of its problems and accomplishments are discussed. (CH)

ED 029 131 VT 008 234

A Model Program for Dental Assisting Education in California.



California State Dept. of Education, Sacramento.  
Bureau of Industrial Education; California  
Univ., Los Angeles. Div. of Vocational Education.

Pub Date 68

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—\*Curriculum Guides, \*Dental Assistants, \*Health Occupations Education, Post Secondary Education, Program Content

Identifiers—\*California

Intended to provide assistance for developing new programs and improving existing ones, the guide was constructed by dental assisting instructors and other professional participants in a 1965 workshop conference. Elements of the model program were derived from a statistical analysis of California junior college programs in dental assisting and include courses in the major area of dental assisting, related fields, and general education. Behavioral objectives and content outlines are presented for seven subject matter fields: (1) introduction to dental assisting, (2) bio-dental sciences, (3) dental materials, (4) practice administration, (5) radiography, (6) operator procedures, and (7) laboratory procedures. Objectives and content outlines are also included for supervised clinical experience. The sequence of instruction is considered an individual school prerogative. Recommendations include: (1) the program setting of a collegiate institution and the conferring of an associate degree, (2) approximately equal amounts of general education related courses and of specialized courses, (3) clinical experience in dental schools, clinics or hospitals, and private offices, and (4) appointment of an advisory committee of dentists and dental assistants. (JK)

ED 029 132

VT 008 272

Becker, William J. Bender, Ralph E.  
Technical Agriculture Programs in Ohio with  
Emphasis Upon Student and Program Characteristics. Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Spons Agency—North Central Agricultural Experiment Station Committee; Ohio Agricultural Research and Development Center, Wooster, Ohio.

Pub Date Sep 68

Note—68p.; Research report of a Ph.D. dissertation.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—\*Agricultural Education, \*Agricultural Technicians, Doctoral Theses, Dropout Attitudes, Dropout Characteristics, Employer Attitudes, Environmental Influences, Graduate Surveys, Program Evaluation, School Surveys, Student Attitudes, \*Student Characteristics, \*Success Factors, Teacher Attitudes, \*Technical Education, Vocational Followup

Identifiers—\*Ohio

To identify the characteristics of students in the four technical agriculture programs in Ohio and to determine the association between selected student characteristics, success in the program, and later success in the world of work, data were collected from the cumulative records of 246 students, a student survey of current enrollment, 70 graduates of agricultural technology programs, 70 employers of agricultural technology graduates, and 33 dropouts of agricultural technology programs. Some major conclusions were: (1) Characteristics of students varied among the technical agriculture programs, (2) Parents, technical school representatives, and vocational agriculture teachers influenced students to enroll, (3) The dropout rate was associated with background, experience and academic ability, (4) Most graduates entered positions for which they were prepared, (5) Employers rated graduates as satisfactory employees and favored those with a farm background and agricultural experiences, and (6) Students and graduates expressed the opinion that supervised occupational experience and a student leadership organization would be worthwhile additions to technical agriculture programs. This Ph.D. thesis was submitted to Ohio State University. (DM)

ED 029 133

VT 008 274

Kelly, M. Frances  
Professional Development Project for Two-Year College Vocational and Technical Faculty.  
State Univ. of New York, Buffalo. Dept. of Higher Education.

Spons Agency—New York State Education Dept., Albany.

Pub Date 68

Grant—68-2-72; 69-2-131

Note—153p.

EDRS Price MF-\$0.75 HC-\$7.75

Descriptors—Administrative Organization, Beginning Teachers, College Students, \*Community Colleges, \*Models, Participant Satisfaction, Pilot Projects, Program Evaluation, Teacher Attitudes, Teacher Evaluation, \*Teacher Orientation, Teacher Role, \*Teacher Workshops, \*Technical Education, Vocational Education

Identifiers—New York

The objective of this project was to develop a model designed to expose the new community college faculty member to the essential components of community college teaching. Specifically the objectives were (1) to aid an individual to be aware of himself as a teacher and as a participant in the 2-year college environment as well as in the larger community, (2) to identify the various roles of faculty members, and (3) to ease the transition of the individual from his former work role to the role of the faculty member in a community college. The content of the model was developed around these three general areas of concern, and was generated by utilizing both recently employed 2-year faculty and veteran faculty as consultants. They assumed major responsibility for the focus and specificity of the content. It is characteristic of this model that while the content is structured and was identified by consensus, the technique by which content is to be presented is left to the discretion of the individual leader. (CH)

ED 029 134

VT 008 280

Developing Occupational Experience Programs in Agricultural Education. Bull. 72H-5.

Florida State Dept. of Education, Tallahassee. Agricultural Education Section.

Pub Date Aug 68

Note—86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—\*Agricultural Occupations, \*Cooperative Education, Employment Experience, \*Program Development, \*Program Guides, Records (Forms), Secondary Education, Supervised Farm Practice, \*Vocational Agriculture

Developed by the state staff in agricultural education, this document provides a guide for teachers of vocational agriculture in development of agricultural occupational employment experience programs. The content includes: (1) Major Purpose and Contributory Objectives, (2) Need for Occupational Experience Programs, (3) Setting of Occupational Experience Programs in Relation to the Student, School, Community, Curricula, and Levels of Instruction, (4) The Balanced Agricultural Production Programs as a Part of the Supervised Occupational Experience Program, (5) Productive Enterprises in the Supervised Occupational Experience Program, (6) Providing On and Off-Farm Agricultural Placement Experiences as a Part of the Supervised Occupational Experience Program, (7) Operating Placement Programs, and (8) Supplemental Contributory Experiences in the Supervised Occupational Experience Program. Included in the appendixes are various checklists, training agreements, survey forms, evaluation forms, labor law summaries, training plans, sample student-leader certificates, and application forms. (DM)

ED 029 135

VT 008 300

Careers without College.  
Wisconsin State Employment Service, Madison.

Program Development and Research Bureau.

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Career Planning, Employment Potential, Noncollege Preparatory Students, Occupational Clusters, \*Occupational Guidance, \*Occupational Information, \*Occupations, \*Vocational Education

The purpose of this booklet is to acquaint students as well as school counselors and teachers with the major occupations providing opportunities for non-college bound youth. The occupations listed were selected from a number of occupational surveys conducted by the Wisconsin State Employment Service. Occupations chosen are those in which the number of opportunities are expected to increase and, more importantly, those which provide opportunity for the high

school graduate to get a start without going to college. Certain other occupations are omitted, either because the number of job openings each year are relatively insignificant, or because they fail to offer career potential. As a whole, occupations listed in this publication constitute approximately 80 percent of the jobs for which a recent high school graduate could qualify. Occupational areas include automobile mechanics, building trades, drafting, fire and police protection, health services, machine operators—skilled and semi-skilled, office occupations, supervisory occupations, and a career in government. (CH)

ED 029 136

VT 008 311

Consumer Education: A Guide for Home Economics Teachers.

Clemson Univ., S.C. Vocational Education Media Center; South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

Pub Date Sep 68

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—\*Consumer Education, \*Curriculum Guides, \*Home Economics Education, Learning Activities, Program Content, Resource Materials, Secondary Education

Curriculum materials for teacher use in preparing consumer education lessons for students in eighth grade home economics, and Homemaking I, II, III, integrate consumer education principles with the subject matter areas of clothing, food and nutrition, housing, personal and family relations, child care and development, health safety and home nursing. Materials, which were developed by teachers participating in a conference, were tested in the classroom for a year, revised, and prepared for publication. Facets of consumer education to be covered in each subject matter area at each grade level are presented in a scope and sequence chart and objective lists. Concepts, objectives, generalizations, learning experiences, and evaluation techniques and devices are suggested for a Homemaking III or family living course. Concepts include: (1) The Role of the Consumer, (2) Sound Money Philosophy, (3) Security for Home and Family, (4) Consumer Education, (5) Budgeting, and (6) Consumer Education in the Home Economics subject areas mentioned above. References for student and teacher use as well as audiovisual aids are included in the document. (FP)

ED 029 137

VT 008 318

Wood, Eugene S.  
Post-High School Agricultural Programs in Illinois. Publication No. 32.

Southern Illinois Univ., Carbondale. School of Agriculture.

Spons Agency—Illinois Research and Development Coordinating Unit, Springfield.

Pub Date Jan 69

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—\*Agricultural Education, Agricultural Engineering, Agricultural Production, Agricultural Supplies, Cooperative Education, Dropout Characteristics, Employer Attitudes, \*Graduate Surveys, \*Junior Colleges, Ornamental Horticulture, \*Post Secondary Education, \*Program Evaluation, Questionnaires, Student Attitudes, Student Characteristics, Student Evaluation

Identifiers—\*Illinois

To evaluate the preparation of post-high school agricultural graduates in Illinois, a four-phase study was conducted to: (1) determine the background, interest and abilities of the students, (2) determine student competencies and attitudes at the end of the first year of on-the-job training, (3) determine opinions of graduates and employers 6 months after graduation, and (4) follow-up students who left the program before completion. Programs offered were in areas of agricultural supply, agricultural mechanics, ornamental horticulture, and agricultural production. Major conclusions were: (1) Students graduating in the lower half of their high school class could succeed, (2) Parents, vocational agriculture teachers and guidance counselors influenced students to enter, (3) Student employees were rated high in integrity, dependability, responsibility, cooperation, courtesy, personal appearance and emotional stability, and were rated average in initiative, judgment, and leadership, (4) Employers indicated 92 percent of the students would be ac-

ceptable as permanent employees, and (5) Students of very high or very low academic ability tended to drop out of the program. (DM)

**ED 029 138** VT 008 333  
Pre-Service Education for Nurses' Aides in Hospitals, Nursing Homes, Home Health Agencies.

Colorado State Dept. of Public Health, Denver. Public Health Nursing Section.

Pub Date 67

Note—148p.

Available from—Nursing Section, Colorado State Department of Health, 4210 E. 11th Avenue, Denver, Colorado 80220 (\$2.50).

**EDRS Price MF-\$0.75 HC-\$7.50**

Descriptors—Achievement Tests, Administrator Guides, \*Adult Vocational Education, \*Companies (Occupation), Curriculum Guides, \*Health Occupations Education, Lesson Plans, \*Nurses Aides, Program Evaluation, \*Program Guides, Teaching Guides

The guide was developed on the basis of advice from a widely representative committee appointed by the Colorado State Department of Public Health. The materials were tested in a course in an urban center and a course in a rural center. The initial portion of the manual presents: (1) guidelines for organizing preparatory nurse aide courses, (2) guidelines for orientation and inservice education for aides who have had preparatory courses, and (3) forms for student and employer evaluation of the courses. The remainder and major portion of the guide presents course outlines for the basic course for nurse aides and the supplementary course for those who are to work as home health aides. Course outlines include guidelines for preparation and teaching evaluation, and experience record forms, job descriptions, and lesson plans. The time allotment for the basic course is 180 hours and for the supplementary course 60 hours. (JK)

**ED 029 139** 08 VT 008 373

Alschuler, Alfred, And Others

Achievement Motivation Development Project. Interim Report Section 1.

Harvard Univ., Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-1231

Pub Date Feb 69

Grant—OEG-0-8-071231-1747

Note—212p.

**EDRS Price MF-\$1.00 HC-\$10.70**

Descriptors—\*Academic Achievement, Changing Attitudes, Control Groups, Course Evaluation, Developmental Programs, Educational Environment, Experimental Groups, High School Students, \*Individualized Curriculum, Junior High School Students, \*Learning Motivation, Literature Reviews, \*Motivation Techniques, Potential Dropouts, Questionnaires, Self Actualization, \*Student Motivation

Identifiers—Achievement Motivation Development Project

Two objectives of this project were: (1) to discover what specific methods of arousing motivation are most effective for particular groups, and (2) to prepare instructional materials which will make the prototype achievement motivation course and motivational climates available to a wider number of educators. Attention is given to the methods (inputs) for arousing motives and ways of evaluating whether a motive has been aroused (yields). There are two general types of inputs: course inputs and environmental inputs. Course inputs may be placed in four groups: (1) teaching the achievement syndrome, (2) fostering goal setting, (3) providing cognitive supports, and (4) providing group supports. Environmental inputs are the opportunities and specific external cues for motives. Motivation is increased relative to potential high school dropouts, increases through structure and climate, and yields through individualized instruction. A related document is VT 008 366. (CH)

**ED 029 140** VT 008 386

Rosser, Arthur James

An Exploratory Study of Using a Computer in Curriculum Development.

Pub Date 68

Note—123p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors—\*Computers, Curriculum Design, Curriculum Development, \*Curriculum Research, Doctoral Theses, Electronic Data Processing, \*Feasibility Studies, \*Industrial Arts, \*Taxonomy

This developmental study sought to determine the feasibility of utilizing computers and the limitations of computers in the curriculum development process. It focused on these steps in the curriculum development process: (1) formulation of objectives, (2) selection of content, (3) organization of content, (4) selection of learning experiences, and (5) organization of learning experiences. A computer program was written and applied to seven typical experiences. Seven criteria covering time, cost, equipment, creativity, decision making, inclusiveness and limitations were applied where appropriate. Computer input consisted of structured curriculum elements from the Industrial Arts Curriculum Project's taxonomy, educational objective levels for cognitive, affective and psychomotor behavioral objectives, and unstructured curriculum elements. Conclusions included: (1) Computers are feasible for this application, (2) They can save time and money, (3) They should not be rented or purchased for curriculum work alone, (4) They can be creative, as new curriculum elements are created by their use, and (5) The program used here did not allow high-level decisions. This Ph.D. thesis was submitted to the Ohio State University. (EM)

**ED 029 141** 08 VT 008 389

Meaders, O. Donald, Ed. Ekpo-ufot, Abel, Ed.

Shared-Time Concept for Area Vocational Education Programs. Practices and Procedures. Interim Report, Part 3 of a Four-Part Series.

Michigan State Univ., East Lansing. Dept. of Secondary Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0211

Pub Date Jan 69

Grant—OEG-3-7-070211-2679

Note—75p.

**EDRS Price MF-\$0.50 HC-\$3.85**

Descriptors—Administrative Organization, \*Area Vocational Schools, \*Dual Enrollment, \*Educational Practice, Program Administration, \*Program Descriptions, Program Development, Program Planning, Rural Education, Urban Education, \*Vocational Education

The Shared-Time Concept project was one of several conducted under a grant for a developmental vocational education research and teacher education program based on a clinical school concept. The objectives were (1) to determine the extent and nature of use of the shared-time concept for conducting vocational education programs, and (2) to develop some administrative guidelines for establishing shared-time programs. Activities included data gathering and analyzing, leadership development activities, and dissemination. This document is the third of a four-part series and contains eight papers, one of which contains an analysis and summary of data regarding practices used in 70 schools which reported on their programs. Other topics include: (1) Status of Selected Area Vocational Education Programs in Michigan, (2) Reports on Area Vocational Education Programs Serving Rural Areas, Rural-Urban Areas and Metropolitan Areas, and (3) A Report on Observation of Selected Area Programs in Ohio. Other documents in this series are: Community Factors (VT 008 390), Considerations for Curriculum Development (VT 008 392), and Financing and Administering Area Programs (VT 008 391). A final report is available as ED 019 513. (MM)

**ED 029 142** 08 VT 008 390

Meaders, O. Donald, Ed. Ekpo-ufot, Abel, Ed.

Shared-Time Concept for Area Vocational Education Programs. Community Factors. Interim Report, Part 1 of a Four-Part Series.

Michigan State Univ., East Lansing. Dept. of Secondary Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0211

Pub Date Oct 68

Grant—OEG-3-7-070211-2679

Note—67p.

**EDRS Price MF-\$0.50 HC-\$3.45**

Descriptors—Academic Aspiration, \*Area Vocational Schools, \*Aspiration, \*Community, Community Action, Community Attitudes,

Community Support, \*Dual Enrollment, Manpower Needs, Occupational Aspiration, Program Development, Program Planning, Questionnaires, \*Vocational Education

The Shared-Time Concept project was one of several projects conducted under a grant for a developmental vocational education research and teacher education program based on a clinical school concept. The objectives were (1) to determine the extent and nature of use of shared-time concept for conducting vocational education programs, and (2) to develop some administrative guides for establishing shared-time programs. Three kinds of activities were conducted during the course of the project: (1) data gathering and analyzing, (2) leadership development activities, and (3) dissemination activities. This document is the first of a four-part series and contains three papers: (1) Community Factors Related to Shared-Time Concept for Area Vocational Education Programs, (2) Aspirations for Education and Occupations: A Factor to Consider When Planning Area Vocational Education Programs, and (3) Manpower Demand Factors for Development of Vocational Education Programs. Other publications in this series are Considerations for Curriculum Development (VT 008 392), Practices and Procedures (VT 008 389), and Financing and Administering Area Programs (VT 008 391). A final report of this study is available as ED 019 513. (MM)

**ED 029 143** 08 VT 008 391

Meaders, O. Donald, Ed.

Shared-Time Concept for Area Vocational Education Programs. Financing and Administering Area Programs. Interim Report, Part 4 of a Four-Part Series.

Michigan State Univ., East Lansing. Dept. of Secondary Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0211

Pub Date Feb 69

Grant—OEG-3-7-070211-2679

Note—41p.

**EDRS Price MF-\$0.25 HC-\$2.15**

Descriptors—\*Administrative Organization, \*Area Vocational Schools, \*Dual Enrollment, Educational Finance, Educational Legislation, Operations Research, Program Administration, \*Program Descriptions, Program Development, Program Planning, \*Vocational Education, Workshops

The Shared-Time Concept project was one of several conducted under a grant for a developmental vocational education research and teacher education program. Objectives were (1) to determine the extent and nature of use of the shared-time concept for conducting vocational education programs, and (2) to develop some administrative guidelines for establishing shared-time programs. Three kinds of activities were conducted during the course of the project: (1) data gathering and analyzing activities, (2) leadership development activities, and (3) dissemination activities. This publication, the fourth in a four-part series, is based on addresses and discussions in two workshops held July 1966 and July 1967 to discuss the shared-time concept. The topics treated include Legal Considerations, Alternative Administrative Patterns, and Financing Area Programs. Some of the specific experiences of administrators of area programs in Michigan are provided for others to consider in developing area programs through use of a shared-time concept. Other publications in this series are Community Factors (VT 008 390), Considerations for Curriculum Development (VT 008 392), and Practices and Procedures (VT 008 389). A final report of this project is available as ED 019 513. (MM)

**ED 029 144** 08 VT 008 392

Meaders, O. Donald, Ed. Ekpo-ufot, Abel, Ed.

Shared-Time Concept for Area Vocational Education Programs. Considerations for Curriculum Development. Interim Report, Part 2 of a Four-Part Series.

Michigan State Univ., East Lansing. Dept. of Secondary Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0211

Pub Date Oct 68

Grant—OEG-3-7-070211-2679

Note—46p.

**EDRS Price MF-\$0.25 HC-\$2.40**



**Descriptors**—\*Area Vocational Schools, Curriculum Development, \*Curriculum Planning, \*Dual Enrollment, Educational Opportunities, Educational Strategies, General Education, Guidance Functions, Occupational Guidance, Operations Research, Program Development, \*Program Planning, \*Vocational Education

The Shared-Time Concept project was one of several conducted under a grant for a developmental vocational education research and teacher education program based on a clinical school concept. The objectives were to determine the extent and nature of the use of the shared-time concept for conducting vocational education programs, and to develop some administrative guides for establishing shared-time programs. Activities included data gathering and analyzing, leadership development activities, and dissemination. This document contains five papers titled: (1) The Shared-Time Concept: A Rationale for Equal Educational Opportunity, (2) Considerations for Development of Curriculum for Shared-Time Concept Programs, (3) The Three S's: Students, Subjects and Schools, (4) Guidelines for Vocational Guidance and Counseling, and (5) Developing the General and Vocational Curricula. Other publications in this series are Community Factors (VT 008 390), Practices and Procedures (VT 008 389), and Financing and Administering Area Programs (VT 008 391). A final report of the project is available as ED 019 513. (MM)

**ED 029 145** VT 008 394  
Law, Gordon F.

**Research and Implementation in Vocational Education.**

American Vocational Association, Washington, D.C.

Pub Date Mar 69

Note—24p.

**EDRS Price MF-\$0.25 HC-\$1.30**

**Descriptors**—\*Educational Research, Federal Laws, \*Research Needs, Research Opportunities, Research Problems, \*Research Utilization, \*Vocational Education

Educational research occupies a pivotal position as educators move to meet growing social challenges. Educational change must be a logical outcome of systematic, controlled, empirical, and critical investigation. Improvement of research is dependent upon increased interaction of research specialists and vocational educators. Some major recommendations concerned project review, the need for greater dissemination of research data, and the guarantee of full amounts of research funds offered by public laws. The vocational education amendments of 1968 designated use of research funds for: (1) research in vocational education, (2) training programs for research dissemination, (3) experimental, developmental, and pilot programs for projects, (4) demonstration and dissemination projects, (5) development of new vocational education curriculums, and (6) development of programs for new careers and occupations. Areas of proposed research were: (1) philosophical foundations of vocational education, (2) the process of vocational education, (3) preparation of professional personnel, (4) reorganization of the high school curriculum, (5) post-secondary development, (6) vocational guidance and curriculum development, (7) evaluation of vocational education, and (8) vocational education needs for girls and women. (DM)

**ED 029 146** VT 008 395

**The Effectiveness of Early Application of Vocational Rehabilitation Services in Meeting the Needs of Handicapped Students in a Large Urban School System. Final Report of a 5-Year Collaborative Study.**

New York State Education Dept., Albany. Div. of Vocational Rehabilitation.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Jun 68

Grant—RD 829

Note—198p.

**EDRS Price MF-\$1.00 HC-\$10.00**

**Descriptors**—\*Educable Mentally Handicapped, \*Emotionally Disturbed Children, Individual Characteristics, Longitudinal Studies, \*Physically Handicapped, Prevocational Education, Questionnaires, Socioeconomic Status, \*Urban Youth, Vocational Development, \*Vocational Rehabilitation

This study was designed to test the belief that severely handicapped children are comparatively unready to utilize vocational services at the time they leave school, because, in comparison with normal children, they have not been exposed to a variety of prevocational work experience in their formative years. The study sample comprised approximately 280 handicapped children ranging in age from 14 to 17. The children were subdivided into three disability groupings: the physically disabled, the educable mentally retarded, and the emotionally disturbed. It was found that the physically disabled children evidenced more benefit from the services than did the other two groupings. The mentally retarded showed gains in socialization but not in employability, and the emotionally disturbed children did not show any significant benefits. It is believed that prevocational services will be more effective if they are provided within the school system itself. A related document is ED 015 314. (CH)

**ED 029 147** VT 008 429

**Youth Work-Study Program. Summary and Suggested Development.**

New York State Education Dept., Albany. Div. of Special Occupational Services.

Note—17p.

**EDRS Price MF-\$0.25 HC-\$0.95**

**Descriptors**—Federal Legislation, Federal Programs, \*Program Administration, Program Descriptions, Program Development, \*Program Guides, \*State Programs, \*Vocational Education, \*Work Study Programs

Identifiers—New York, Vocational Education Act of 1963

The purpose of the work-study program is to provide part-time employment for students who need the earnings from such employment to commence, continue, or return to an approved vocational education program on a full-time basis. Suggestions for developing work-study programs for vocational education students under the federal legislation are provided under the headings of: (1) Purpose, (2) Administration, (3) Participants, (4) Limitation of Employment, (5) Employment, (6) Suggested Development, (7) State Education Department Approval, (8) Fiscal Regulations, (9) Matching of Federal Funds, and (10) Local Evaluation. The appendixes contain regulations on hours of work, employment certificates, and an excerpt from the Vocational Education Act of 1963. (DM)

**ED 029 148** 08 VT 008 433

**Leadership Development Seminar for State Directors of Vocational Education. Final Report.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0158

Pub Date Apr 69

Grant—OEG-3-7-000158-2037

Note—38p.

**EDRS Price MF-\$0.25 HC-\$2.00**

**Descriptors**—Agency Role, \*Conference Reports, Curriculum Development, Educational Philosophy, Federal Laws, \*Leadership Training, Professional Training, \*Program Planning, Speeches, State Departments of Education, \*Vocational Directors, \*Vocational Education

Identifiers—\*National Leadership Development Seminar, Vocational Education Amendments of 1968

State directors, assistant state directors, and other national leaders in vocational education from 35 states, the District of Columbia, and Puerto Rico attended a national leadership development seminar on August 6-9, 1968 to exchange ideas concerning new and exemplary programs in vocational and technical education. Major objectives were: (1) to discuss topics of vital concern in planning and implementing vocational and technical education programs, (2) to provide information in the latest and most relevant research, and (3) to provide planning alternatives for "tuning up" for expanded vocational education programming in the future. Five papers presented to provide a springboard for discussion participants were: (1) "The Relationship of Vocational Education to the Total Elementary and Secondary Program" by D. Allen, (2) "Implications of the Vocational Amendments of 1968," by L. Burkett, (3) "Total Training Responsibility of the State Department of Vocational Education," by L. Minear, (4) "Professional Improve-

ment of Staff," by C. Steinmetz, and (5) "New and Emerging Philosophies of Vocational Education," by J. Walsh. (DM)

**ED 029 149** VT 008 458

**One-year and Two-year Post High School Institutions Which Offer Programs of Instruction in Agriculture, 1968-69 Directory.**

Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—30p.

**EDRS Price MF-\$0.25 HC-\$1.60**

**Descriptors**—Administrative Personnel, Adult Farmer Education, \*Agricultural Education, \*Directories, \*Institutions, \*Post Secondary Education, Specialization, Student Enrollment, \*Technical Education, Young Farmer Education

This directory of 1- and 2-year post high school institutions offering programs of instruction in agriculture lists the state, name of institution, address, and head of the agricultural department for areas of specialization of: (1) agricultural production, (2) agricultural supplies, (3) agricultural mechanics, (4) agricultural products, (5) ornamental horticulture, (6) agricultural resources, (7) forestry, and (8) other agriculture. The institutions are listed alphabetically by state. A supplemental listing contains the contact personnel in each state for information concerning post high school institutions and young and adult farmer programs. (DM)

**ED 029 150** 08 VT 008 459

Bush, Donald O., And Others

**Occupational Education. A Position Statement**

Rocky Mountain Educational Lab. Corp., Denver.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2828

Pub Date Jun 68

Contract—OEC-4-7-062828-30-63

Note—29p.

**EDRS Price MF-\$0.25 HC-\$1.55**

**Descriptors**—\*Career Opportunities, Career Planning, Curriculum Development, \*Educational Needs, \*Educational Objectives, \*Educational Philosophy, Employment, Employment Patterns, Job Satisfaction, Job Skills, Prevocational Education, Program Planning, \*Vocational Education, Work Attitudes

Identifiers—\*Rocky Mountain Educational Laboratory

An overview of occupational education was developed to secure answers to the following questions: (1) What is the nature of employment or employability, (2) What is involved in the world of work, (3) What is the nature of a career, and (4) What is formal education's contribution to these? In an attempt to classify and project the needs and demands of different types of employment, graphs were used to illustrate: (1) employment in major occupational groups, (2) employment in major industry groups, (3) employment by occupational families, (4) occupational opportunity trends, and (5) differential unemployment rates. The primary outcome of work is some specified product, but learning is also a concomitant of every job. A goal of occupational education is the gaining of specific skills or knowledge contributing to the efficient performance of some job which results in a product and learning. Each job requires specific combinations of skill, knowledge and experience for the sake of efficiency, but even more basic to employability are certain attitudes. A taxonomy of work was forwarded to illustrate the three basic problems to be confronted in occupational education: unemployment, underemployment, and overemployment. Objectives of the Rocky Mountain Educational Laboratory were specified. (EM)

**ED 029 151** 08 VT 008 460

**Turfgrass Maintenance and Establishment, A Student Handbook. Teacher Education Series, #9 n4s.**

Pennsylvania Agricultural Experiment Station, University Park.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0222

Pub Date 68

Note—153p.

**EDRS Price MF-\$0.75 HC-\$7.75**

Descriptors—Landscaping, Occupational Information, \*Ornamental Horticulture, \*Ornamental Horticulture Occupation, Plant Science, Resource Materials, Site Development, Study Guides, \*Supplementary Textbooks, Tests, \*Turf Management, \*Vocational Agriculture

This student handbook is one of a series of instructional aids prepared and edited by the Department of Agricultural Education at the Pennsylvania State University. Its organization and content were field tested, evaluated and improved by teachers attending summer institutes in landscape horticulture in 1966 and 1967. The content includes problem areas of: (1) Exploring Job Opportunities in Turfgrass Businesses, (2) Kings of Turfgrasses and Their Use, (3) Maintaining Residential and Institutional Lawns, (4) Maintaining Athletic Fields and Special Turf Areas, (5) Maintaining Golf Courses, and (6) Planning and Establishing New Turfgrass Areas. Included in each problem area are objectives, key questions, new words and the subject content. The textual material is supplemented with photographs, sketches, drawings, forms and a reference list. A test is included at the end of each problem area. Applications relate to the Northeastern United States. The teacher's manual in this series is available as VT 008 462. (DM)

ED 029 152 08 VT 008 462  
Turfgrass Maintenance and Establishment. A Teacher's Manual. Teacher Education Series, v9 n4.

Pennsylvania Agricultural Experiment Station, University Park.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0222

Pub Date 68

Note—183p.

EDRS Price MF-\$0.75 HC-\$9.25

Descriptors—Landscaping, Occupational Information, \*Ornamental Horticulture, \*Ornamental Horticulture Occupation, Plant Science, Resource Materials, Site Development, Supplementary Textbooks, \*Teaching Guides, Tests, \*Turf Management, \*Vocational Agriculture

This teacher's manual is one of a series of instructional aids prepared by the Department of Agricultural Education at the Pennsylvania State University. It includes suggestions and references for the teacher to use with the student manual, available as VT 008 460. In addition to the subject material in the student manual, pages are inserted at the end of each problem area containing suggestions, references, resource people; audio-visual aids, suggested learning activities, and suggested placement experiences, if applicable. A unit examination is available at the end of the document. (DM)

ED 029 153 24 VT 008 487  
Harris, Rayford L.

A Pilot Program for Recruiting and Orienting High School Seniors as Prospective Industrial Arts Teachers. Final Report.

Virginia State Coll., Petersburg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-C-029

Pub Date 68

Grant—OEG-1-7-070029-4207

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—College Bound Students, Control Groups, Experimental Groups, \*Experimental Programs, \*Industrial Arts Teachers, Orientation, Program Descriptions, Program Evaluation, Questionnaires, \*Secondary School Stu-

dents, Student Participation, Summer Programs, \*Teacher Recruitment  
Identifiers—\*Virginia

The purpose of this pilot program was to test a method of orienting and recruiting high school seniors as prospective industrial arts teachers. Students in grade 11 were identified by contacting administrators, guidance personnel, and industrial arts teachers in 35 Virginia high schools. From these contacts 48 students from 13 schools were selected; of these 24 attended an experimental summer institute and the remainder served as a control group. Students attending the institute participated in classes, demonstrations, field trips, and conferences which were devoted to the theory, philosophy, and purposes of industrial arts. Evaluation findings included: (1) All 48 students completed high school by the end of the summer, (2) 11 from the experimental group majored in college industrial arts, (3) 3 from the control group majored in college industrial arts, (4) 20 from the experimental group enrolled in college, and (5) 11 from the control group enrolled in college. (EM)

ED 029 154 VT 008 507  
Grimsley, Douglas L.

Acquisition, Retention, and Retraining: Effects of High and Low Fidelity in Training Devices. Technical Report 69-1.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Spons Agency—Department of the Army, Washington, D.C.

Report No—DA-44-188-ARO-2

Pub Date Feb 69

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Electronic Equipment, \*Equipment Evaluation, Methods Research, Military Personnel, \*Psychomotor Skills, Recall (Psychological), \*Retention Studies, Simulation, \*Simulators, \*Skill Development, Task Performance

This study is the first in a series which was conducted under the name STRANGER III, and which was to examine trainee's long-term memory of motor skills. This phase examined the effects of varying fidelity of training devices on acquisition, retention, and reinstatement of ability to perform a 92-step procedural task. Three versions of the Section Control Indicator Console of the Nike-Hercules guided missile system were utilized. One version was a physical duplicate, fully powered and operational; a second had no power; and a third was a full sized color illustration of the powered version. Sixty U.S. Army trainees were randomly assigned to one of five training conditions, 12 to a group. Each subject was tested immediately after training, 4 weeks later, and 6 weeks later, and each was retrained to a criterion level. There was no difference in training time to learn the procedural task, initial performance level, amount remembered after 4 and 6 weeks, or retraining time between individuals trained on high fidelity devices and those trained on low fidelity devices. (EM)

ED 029 155 08 VT 008 515  
Brandon, George L., Ed.

Research Visibility: Evaluation and Accreditation.

Bureau No—BR-7-0633

Pub Date May 69

Contract—OEC-2-7-070633

Note—16p.

Journal Cit—American Vocational Journal; v44 n5 p33 May 1969

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Autoinstructional

Methods,

\*Bibliographies, Cost Effectiveness, \*Educational Research, Occupational Guidance, Program Effectiveness, \*Program Evaluation, \*Research Reviews (Publications), Teacher Education, Trade and Industrial Education, \*Vocational Education

Eleven reviews in this issue pertain to evaluation and accreditation. They are organized under these topics: (1) "Cost Analysis" presents review and synthesis information on the economics of vocational education and a research attempt to cost analyze 32 schools, (2) "Follow-Up Studies" summarizes half of a national survey in secondary trade and industrial education which sought comparative data for vocational and academic graduates, (3) "Behavioral Analysis" reports a development and evaluation project for self instructional methods in trade and industrial education, and (4) "Other Studies" includes two papers and a book chapter on program evaluation, an MDTA program evaluation report, a guidance program evaluation report, a teacher education program evaluation report, and standards and evaluative criteria for post secondary schools. "Plain Talk," a continuing column by the author, discusses "economic evaluation," "accreditation evaluation," and "self-evaluation" as well as priorities and directions which have recently come out of the U.S. Office of Education. The bibliography lists 39 additional items on the above topics. (EM)

ED 029 156 08 VT 008 516  
Crozier, Patrick W. Butler, F. Coit, Jr.

The Electronics Curriculum. Eleventh Quarterly Technical Report.

American Institutes for Research, Pittsburgh, Pa. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0009

Pub Date 31 Jan 69

Contract—OEC-5-85-019

Note—142p.

EDRS Price MF-\$0.75 HC-\$7.20

Descriptors—\*Autoinstructional Aids, Behavioral Objectives, Course Descriptions, Curriculum Development, \*Curriculum Research, \*Electronics, Evaluation Criteria, \*Experimental Curriculum, Instructional Materials, Learning Activities, Material Development, Occupational Information, Program Descriptions, Programed Units, Secondary Grades, Task Analysis, \*Trade and Industrial Education

Identifiers—\*Project ABLE

Technical activities for the period October 1 through December 31, 1968 are covered. Described are the development, implementation, interim evaluation, and probable future applications of the first and second level electronics curriculums. One hundred and sixty-nine electro-electronic job titles were identified; tasks within these were classified as basic, specialty, advanced, ancillary, or redundant to differentiate them from more elementary or more specialized skills. Objectives containing the knowledge, skills, conditions and criteria were then prepared. Self-study course materials were developed based on the objectives for the first level occupation, General Assembler. Tests were provided for end-of-unit and end-of-course proficiency evaluation. A student-instructor ratio of 18 to 1 proved satisfactory in this situation, which involved most students working in pairs at work stations. "First attempt" performance varied from 100 percent to 24 percent across the performance objectives. The appendix includes a chart of the occupational cluster; sample instructional units; lists of units, objectives, and tasks; and sample tests. (EM)





# Subject Index

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

## Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

## 12,000 Students and Their English

### Teachers

What Is English? What Should It Be? An Essay Review.

ED 029 017

### Ability Identification

Mathematical Abilities Possessed by Kindergarten Children From Disadvantaged Communities.

ED 028 931

### Abstracts

A System Study of Abstracting and Indexing in the United States.

ED 028 808

United States of America National Bibliographical Services and Related Activities in 1965-67.

ED 028 798

### Academic Ability

Educational Potential of Northern Canadian Native Pupils.

ED 028 889

### Academic Achievement

Achievement Motivation Development Project. Interim Report Section 1.

ED 029 139

[Admission of High Risk Students at Michigan State University.]

ED 028 730

Age of Entrance Into the First Grade as Related to Rate of Scholastic Achievement.

ED 028 843

Comparative Values and Achievement of Mexican-American and Anglo Pupils.

ED 028 873

Comparison of Characteristics of Selected College and University Honors Programs Throughout the United States.

ED 028 748

Environmental Factors and School Attendance. A Study in Rural Louisiana.

ED 028 849

An Exploratory Investigation of the Carroll Learning Model and the Bloom Strategy for Mastery Learning.

ED 028 841

Motivation-Hygiene Orientation and School Achievement in Mentally Subnormal Children.

ED 028 573

Non-Intellectual Factors in the Education of Black High School Students.

ED 029 066

The Relationship of Form of School Organization to Pupil Behavior.

ED 028 505

School Achievement and Personality. Description of School Achievement in Terms of Ability, Trait, Situational and Background Variables. I: Design and Hypotheses; IV: Results and Discussion.

ED 028 454

School Achievement and Personality. Description of School Achievement in Terms of Ability, Trait, Situational and Background Variables. III: Operations at the Factor Level.

ED 028 455

School Achievement and Personality. Description of School Achievement in Terms of Ability, Trait, Situational and Background Variables. II: Operations at the Variable Level.

ED 028 457

Student Attitudes and Achievement in an Educational Psychology Course after Micro-teaching.

ED 028 994

A Study of Public and Private Kindergarten and Non-Kindergarten Children in the Primary Grades.

ED 028 837

A Study to Determine Relations in Role Identity, Scholastic Aptitude, Achievement, and Non-Academic Factors among Male and Female Students. Final Report.

ED 028 488

What's the Score on National Assessment?

ED 028 515

### Academic Aptitude

An Exploratory Investigation of the Carroll Learning Model and the Bloom Strategy for Mastery Learning.

ED 028 841

Individual Differences in Learning Ability as a Function of Instructional Variables. Final Report.

ED 029 001

A Model for Research on Instruction.

ED 028 518

### Academic Education

Effective Academic Administration: A Team Approach.

ED 028 734

### Academic Freedom

Faculty Power and The U.S. Campus.

ED 028 724

### Academic Performance

The Assessment of School Performance in Big City School Systems.

ED 028 510

Honors Selection Study 1966-67.

ED 028 749

A Study to Determine Relations in Role Identity, Scholastic Aptitude, Achievement, and Non-Academic Factors among Male and Female Students. Final Report.

ED 028 488

### Academic Rank (Professional)

Faculty Salary Schedules in Colleges and Universities, 1967-68.

ED 028 725

### Accelerated Programs

Profile of CRC Graduates; A Study of Graduates of Crowley's Ridge College.

ED 028 760

### Acceleration

Acceleration and Enrichment in the Junior High School; A Follow-up Study.

ED 028 558

### Accident Prevention

A Study of Emergency Lighting for the Dade County Board of Public Instruction.

ED 028 627

### Accounting

Auditing Junior College Districts in California.

ED 028 762

### Achievement

Achievement Motivation Training for Potential High School Dropouts. Achievement Motivation Development Project Working Paper Number 4.

ED 029 067

The Effectiveness of Individual Manipulation of Instructional Materials as Compared to a Teacher Demonstration in Developing Understanding in Mathematics.

ED 028 930

An Investigation of the Relationship Between Fifth-Grade Student and Teacher Performance on Selected Tasks Involving Nonmetric Geometry.

ED 028 933

Results of a Study to Aid in Defining "Success" for Students at the Southeast Branch of the Chicago City College.

ED 028 777

A Scoring Guide for the Greenberger-Entwistle Need-Achievement Pictures.

ED 028 462

A Study to Determine the Relationship Between and Among Certain Selected Factors and the Student's Ability to Solve Mathematical Problems by the Discovery Method.

ED 028 939

A Theoretical Approach for Selecting Elementary School Environmental Variables.



- Achievement Gains**  
Education and Poverty. ED 028 834
- Effect of Maternal Attitudes, Teacher Attitudes, and Type of Nursery School Training on the Abilities of Preschool Children. Final Report. ED 028 394
- Achievement Tests**  
The Nature, Predictive Value, and Use of the American College Test at Ohlone College. ED 028 844
- Acoustical Environment**  
New School Stages for Old. ED 028 610
- Acoustic Phonetics**  
Identification of American English Initial /l/ and /r/ by Native Speakers of Japanese. ED 028 415
- On Utterance Final [l] and [u] in Portuguese. ED 028 413
- The "Voiceprint" Myth. ED 028 442
- Action Programs (Community)**  
To Shape a Metropolis. The Prospectus 1969-1972. ED 028 752
- Activism**  
Confrontation or Participation? The Federal Government and the Student Community. A Report to the President of the United States by the White House Fellows Association. ED 028 697
- Educational Innovations in Response to Student Activism: Developments at Berkeley and San Francisco State College. ED 028 684
- Professors and Citizen Activism. ED 028 747
- Protest Politics and Campus Reform. ED 028 696
- Report on a National Survey of Secondary School Principals on the Nature and Extent of Student Activism. ED 028 530
- Student Activism in Junior Colleges: An Administrator's Views. ED 028 767
- Student Protest in the Junior College: A National Survey of Student Unrest and Protest Activities in the Junior College. ED 028 780
- Adhesives**  
Adhesives in Building--Lamination of Structural Timber Beams, Bonding of Cementitious Materials, Bonding of Gypsum Drywall Construction. Proceedings of a Conference of the Building Research Institute, Division of Engineering and Industrial Research (Spring 1960). ED 028 599
- New Joint Sealants. Criteria, Design and Materials. ED 028 602
- Adjectives**  
Semantic Influences on Sentence Production: The Use of Adjectives. ED 028 441
- Adjustment Problems**  
Educational and Vocational Rehabilitation of Disadvantaged Handicapped Youth. ED 028 450
- Administration**  
Development of an Operational Model for the Application of Planning-Programming-Budgeting Systems in Local School Districts. Program Budgeting Note 1. Introduction to Program Budgeting. ED 028 539
- Exceptional Children Research Review. ED 028 585
- Facilities for the Educationally Handicapped. ED 028 574
- The Role of Resource Consultant in Special Education. ED 028 582
- Student Interests, Student Power, and the Swedish Experience. ED 028 683
- Third Interim Report of the Special Committee of the Trustees; Statutes, Chapter II, The University Senate. ED 028 751
- Administrative Organization**  
The Aims and Organization of Further Education. ED 028 406
- A Design for a Model College Financial Aid Office. ED 028 694
- Guidelines for Organization and Operation of Vocational Evaluation Units; A Training Guide. The Study Committee on Evaluation of Vocational Potential Report No. 2. Rehabilitation Service Series Number 67-50. ED 029 086
- [Ombudsman Proposal] Academic Freedom, Rights and Responsibilities of Students. Revision. Adopted 1968. ED 028 738
- Revised Report of the Committee on University Governance. ED 028 736
- Shared-Time Concept for Area Vocational Education Programs. Financing and Administering Area Programs. Interim Report, Part 4 of a Four-Part Series. ED 029 143
- The State Trustee Organization. ALTA Publication Number Two. ED 028 805
- Third Interim Report of the Special Committee of the Trustees; Statutes, Chapter II, The University Senate. ED 028 751
- Administrative Personnel**  
The Administrative Functions of the County Extension Director in Kansas. ED 028 337
- An Analysis of the 1963-64 National Association of Secondary-School Principals' Administrative Internship and its Implication for the Internship in Educational Administration. ED 028 390
- Cooperative Project in Adult Basic Education for Wyoming, 1968-69. ED 028 385
- The Departmental Chairman and the Public Institution or It's a Bird, It's a Plane, No It's a . . . ED 028 715
- The Director of Student Teaching: Characteristics and Responsibilities. Research Bulletin 7. ED 028 984
- Handbook for County Agricultural Extension Councils 1967. ED 028 350
- NASA and the Federal Management Intern Program. ED 028 334
- Research on the Behavior of Educational Leaders: Critique of a Tradition. ED 028 498
- Salient Areas of Conflict between Administration and Teachers in a Minimally Industrialized Area. ED 028 532
- The Training of New Department Chairmen. The Need, Present and Proposed Programs. ED 028 711
- Administrative Policy**  
Decision Making in Higher Education. ED 028 689
- Faculty Power and The U.S. Campus. ED 028 724
- Protest Politics and Campus Reform. ED 028 696
- Reports of Officers and Councils, 1967. Supplement 1. ED 029 081
- Administrative Problems**  
Problem Situations Encountered by School Principals in Different Socioeconomic Settings. ED 028 523
- Research Visibility. Administrative Problems in Vocational Education. ED 029 124
- Administrator Attitudes**  
The Role of the District Extension Home Economist in Kansas. ED 028 338
- University Goals and Academic Power. ED 028 692
- Administrator Characteristics**  
The Departmental Chairman and the Public Institution or It's a Bird, It's a Plane, No It's a . . . ED 028 715
- Administrator Guides**  
Guide for Developing a Pre-Employment Training Program for Nurses' Aides. ED 029 102
- Training the Auxiliary Health Workers; An Analysis of Functions, Training Content, Training Costs, and Facilities. ED 029 115
- Administrator Responsibility**  
Handbook for County Agricultural Extension Councils 1967. ED 028 350
- Problem Situations Encountered by School Principals in Different Socioeconomic Settings. ED 028 523
- Administrator Role**  
Coping with Racial Imbalance. ED 028 504
- The Departmental Chairman and the Public Institution or It's a Bird, It's a Plane, No It's a . . . ED 028 715
- The Training of New Department Chairmen. The Need, Present and Proposed Programs. ED 028 711
- Admission (School)**  
Some Further Reflections on No Show. A Report of Additional Findings Concerning Students Who Were Admitted but Did Not Enter WSU-Stevens Point, Fall, 1968. ED 028 702
- Why They Don't Show in September. A Report on the Facts Relating to Failure to Enroll After Being Admitted to Wisconsin State University at Stevens Point. ED 028 701
- Adolescents**  
Investigation and Measurement of the Social Values Governing Interpersonal Relations Among Adolescent Youth and Their Teachers. Summary. ED 029 076
- Adoption (Ideas)**  
A Study of the Adoption Process of a Family Living Practice by Homemakers in a Selected North Carolina County. Report No. 8. ED 028 359
- Adult Basic Education**  
Cooperative Project in Adult Basic Education for Wyoming, 1968-69. ED 028 385
- Curriculum Guide for Adult Basic Education. ED 028 360
- An Evaluation of the Adult Basic Education Program in Wyoming: A Follow-Up Study. ED 028 761
- First Course of Study for Teachers of Adult Basic Education Classes, Prepared Under Provisions of the Colorado State Plan for Adult Basic Education. ED 028 357
- A Guide for Curriculum Planning: Basic Education for Adults. ED 028 353
- Leadership Skills in Adult Basic Education: A Resource Document and Workshop Report. ED 028 333
- Speaking About Adults and the Continuing Educational Process. Proceedings of the Adult Basic Education Workshop (Northern Illinois University, June 13-24, 1966). ED 028 329
- Adult Counseling**  
The Vocational Counseling of Adults and Young Adults. A Philosophy of Adult Counseling. ED 028 487
- The Vocational Counseling of Adults and Young Adults. Counseling and the Junior College. ED 028 493
- Adult Development**  
The Relation of Re-Creation to a Theory of Ego Development.

ED 028 356

**Adult Education**

Adult Education in 1968; The Year Book of the National Institute of Adult Education (England and Wales) and the Scottish Institute of Adult Education.

ED 028 323

Adult Education Procedures, Methods and Techniques; A classified and Annotated Bibliography, 1953-1963.

ED 028 342

Adult Experience; A Key to Christian Discipleship. Putting Immediacy and Emotional Content into a Christian Theology Specifically for Adults.

ED 028 398

The Aims and Organization of Further Education.

ED 028 406

An Anglo-American Experiment; A Record of an Experiment in Co-operation Between ... the University of Hull, England, and the ... School of Liberal and Applied Studies of the University of Rochester, 1963-67, New York.

ED 028 320

A Comparison of the California Junior College Active Enrollments with the Orange Coast College and Golden West College Enrollments, Spring, 1968.

ED 028 776

A Desirable Outdoor Education Program for Adult Education Centers.

ED 028 938

Information Sources and Program Planning in Adult Education.

ED 028 358

L'Education des Adultes; Revue de Pedagogie (Adult Education; A Review of Pedagogy).

ED 028 384

The Mexican-American Curriculum Study. Report of a Coupled Basic Education-On-the-Job Training Program for Monolingual Mexican-Americans.

ED 028 853

Organization for Service in Adult and Continuing Education.

ED 028 361

Research Related to Adult Education Conducted at the University of British Columbia.

ED 028 364

On Teaching Adults: An Anthology.

ED 028 330

A Theoretical Basis for Analysis of Adult Education in Developing Countries: A Review of Adult Education Programs in Rural Communities of Eastern Nigeria.

ED 028 391

The Use of Whiteheadian Principles in University Adult Education.

ED 028 328

The Vocational Counseling of Adults and Young Adults. Counseling and the Junior College.

ED 028 495

**Adult Education Programs**

A Comparative Study of Residential and Non-residential Adult Religious Education Programs.

ED 028 312

An Evaluation of the Adult Basic Education Program in Wyoming: A Follow-Up Study.

ED 028 761

A Study of Certain Characteristics of CDAE Teachers; A Study of Selected Teacher Characteristics and Their Relationship to Adult Teaching.

ED 028 344

**Adult Educators**

Able People Well Prepared: The Adult Education and the Mass Media Fellowship Programs--1952-61 of the Fund for Adult Education.

ED 028 370

On Teaching Adults: An Anthology.

ED 028 330

**Adult Learning**

Learning a Language in the Field: Problems of Linguistic Relativity.

ED 028 438

Speaking About Adults and the Continuing Educational Process. Proceedings of the Adult Basic Education Workshop (Northern Illinois University, June 13-24, 1966).

ED 028 329

**Adult Reading Programs**

Materials for Teaching Adults to Read. Curriculum Bulletin, No. 292.

ED 028 316

A Study of Participants in the Great Books Program 1957. Studies in Adult Group Learning in the Liberal Arts.

ED 028 371

**Adults**

Identity Diffusion as a Function of Sex-Roles in Adult Women.

ED 028 387

**Adult Students**

Characteristics of Noncredit University Extension Students.

ED 028 327

On Teaching Adults: An Anthology.

ED 028 330

**Adult Vocational Education**

Pre-Service Education for Nurses' Aides in Hospitals, Nursing Homes, Home Health Agencies.

ED 029 138

The Role of Liberal Studies in Postsecondary Vocational Education During an Era of Increasing Automation.

ED 028 388

Special Extension Education for Secretarial and Agricultural Workers. Final Report.

ED 029 129

Vocational and Technical Educational Needs of the Adult and Out-of-School Youth in South Dakota.

ED 028 401

**Aerospace Technology**

Space Resources for Teachers: Biology, Including Suggestions for Classroom Activities and Laboratory Experiments.

ED 028 941

A Universe to Explore, A Space Sciences Source Book for Junior High School Teachers.

ED 028 946

**Africa**

Education in Emerging Africa; A Select and Annotated Bibliography. Michigan State University Education in Africa Series 1.

ED 028 349

**African American Studies**

Curricular Changes to Meet the Needs of a Black Society.

ED 028 714

**African Languages**

The Uncle Remus Dialect: A Preliminary Linguistic View.

ED 028 416

**After School Centers**

The Expansion of the After School Study Centers for Disadvantaged Public and Nonpublic School Pupils.

ED 029 057

**After School Education**

The Expansion of the After School Study Centers for Disadvantaged Public and Nonpublic School Pupils.

ED 029 057

**After School Programs**

The Expansion of the After School Study Centers for Disadvantaged Public and Nonpublic School Pupils.

ED 029 057

**After School Tutoring**

Homework Helper Program, New York City. It Works.

ED 028 896

**Age**

Age of Entrance Into the First Grade as Related to Rate of Scholastic Achievement.

ED 028 843

The Relationship Between Age and Information Processing Capacity and Age and Channel Capacity of Adults.

ED 028 379

**Age Differences**

Words and Feelings: A Developmental Study of the Language of Emotion in Children.

ED 029 031

**Agencies**

What Can You Do About the Hard-Core Unemployed?

ED 029 091

**Agency Role**

The Manpower Development Council, State of Iowa. Final Report.

ED 029 118

**Aggression**

Training of Policemen in Emotional Control and Awareness.

ED 028 362

**Agricultural Education**

New Challenges in Developing High School and Post High School Programs in Agricultural Occupations. Conference Report. Resident Instruction Series No. 5.

ED 029 084

One-year and Two-year Post High School Institutions Which Offer Programs of Instruction in Agriculture, 1968-69 Directory.

ED 029 149

Post-High School Agricultural Programs in Illinois. Publication No. 32.

ED 029 137

Technical Agriculture Programs in Ohio with Emphasis Upon Student and Program Characteristics. Research Series in Agricultural Education.

ED 029 132

**Agricultural Laborers**

Bibliography Relating to Agricultural Labor.

ED 028 886

Farm Mechanization And Labor Stabilization. Part II In A Series On Technological Change And Farm Labor Use, Kern County, California, 1961. Research Report No. 280.

ED 029 085

**Agricultural Occupations**

Developing Occupational Experience Programs in Agricultural Education. Bull. 72H-5.

ED 029 134

New Challenges in Developing High School and Post High School Programs in Agricultural Occupations. Conference Report. Resident Instruction Series No. 5.

ED 029 084

**Agricultural Research Projects**

Methods for Legal-Economic Research into Rural Problems.

ED 028 852

**Agricultural Technicians**

Technical Agriculture Programs in Ohio with Emphasis Upon Student and Program Characteristics. Research Series in Agricultural Education.

ED 029 132

**Agricultural Trends**

The Family in the Evolution of Agriculture.

ED 028 851

Farm Mechanization And Labor Stabilization. Part II In A Series On Technological Change And Farm Labor Use, Kern County, California, 1961. Research Report No. 280.

ED 029 085

**Air Conditioning**

Energy Integrated Design of Lighting, Heating, and Cooling Systems, and Its Effect on Building Energy Requirements.

ED 028 631

**Air Pollution Control**

Manpower Requirements for Pollution Control and Water Resources in Indiana and a Related Pollution Control Technology Curriculum. Manpower Report 69-1.

ED 029 121

**Alaska**

Indians, Eskimos and Aleuts of Alaska.

ED 028 870

**Alfred North Whitehead**

The Use of Whiteheadian Principles in University Adult Education.

ED 028 328

**Algorithms**

Analysis in Transformational Grammar.

ED 028 410



- American Association of Junior Colleges**  
1968: Year of Involvement. Annual Report of American Association of Junior Colleges. ED 028 757
- American College Test**  
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**Wisconsin State Univ., Whitewater. School of Education.**

Multimedia Instructional Programs in Mathematics--Demonstration and Experimentation. The Assimilation of New Media in the Instructional Program of a Rural School. Final Report.

ED 028 637

**Wisconsin Univ., Madison.**

An Analysis of the Association of Selected Factors to Job Performance of Cooperative Extension Area-Specialists.

ED 028 402

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ED 028 637

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ED 028 352

**Wisconsin Univ., Milwaukee. Instructional Media Lab.**

Index to Computer Assisted Instruction.

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Student Government: Organization and Function in Married-Student Housing Areas of Selected Colleges and Universities.

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ED 028 339

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Cooperative Project in Adult Basic Education for Wyoming, 1968-69.

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**Yeshiva Univ., New York, N.Y. Graduate School of Education.**

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**Ypsilanti Public Schools, Mich.**

Curriculum Guide for Adult Basic Education.

ED 028 360

# PROJECT RÉSUMÉS SECTION

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The résumés in this section are in numerical order by EP number only. These project descriptions cover current Office of Education research projects and cannot be ordered from the ERIC Document Reproduction Service.

## SAMPLE ENTRY

Identification number assigned to project documents as they are processed.	EP 011 005 24	Legislative Authority Code for identifying the legislation which supported the research activity.
Title of the Research Project.	<b>A Small Project Research Proposal in Secondary School Science.</b>	Contract or Grant Number—contract numbers have OEG prefixes; grant numbers have OEG prefixes.
Investigator(s)—individual(s) conducting the project.	Investigator—Walton, George Institution—Western New Mexico Univ., Silver City Bureau No.—BR-7-G-045 Proposal date—29 Mar 67 Grant—OEG-7-8-000045-0020-010	Descriptors—major subject terms assigned which characterize the substantive content of a project. When identifiers are used they will follow the descriptors. Identifiers are additional terms not found in the Thesaurus of ERIC Descriptors.
Institutional Source—organization responsible for the research activity.	Descriptors—*Chemistry Instruction, *Curriculum Development, *Science Education, *Scientific Concepts, *Secondary School Science, Scientific Principles.	Start Date and End Date—starting and anticipated ending dates for the research project.
Bureau Number—project number assigned by the Bureau of Research.	Start date—01-16-68 End date—04-30-68 A project to produce a modified course in Secondary School Chemistry for the isolated multiethnic schools of Southwestern New Mexico will be conducted to complete the planning phase that has been started, to design and produce the curriculum content, * * * *	Abstractor's initials.
Proposal Date—when proposal was submitted to Bureau of Research.	Informative Abstract.	

**EP 011 752 24**  
**Cross-National Study of Educational Attainment.**  
 Investigator—Thorndike, Robert L. And Others  
 Columbia Univ., New York, N.Y. Teachers College.  
 Bureau No.—BR-8-0540  
 Proposal Date—9 May 69  
 Grant—OEG-0-9-420540-4503  
 Descriptors—\*Academic Achievement, \*Literature, National Surveys, \*Reading Comprehension, \*Science Courses  
 Start Date 1 Jun 69 End Date 31 May 73  
 This project will study educational attainment in the United States and eighteen other countries in six subject areas: science, reading comprehension, literature, French as a foreign language, English as a foreign language, and civic education. Achievement tests and background questionnaires, attitude measures, etc. will be administered to representative samples of pupils from upper elementary through twelfth grade. Analyses will be carried out between students, between schools within countries, and between countries, providing evidence of association between the independent variables and the dependent variables. The results will be interpreted and presented in such a way that evidence is available from all those interested in school reform, educational policy makers, educational administrators, school principals, and teachers. (JL)

**EP 011 753 95**  
**Educational Research Facility Construction at the University of Pittsburgh.**  
 Investigator—Posvar, Wesley W. And Others  
 Pittsburgh Univ., Pa.  
 Bureau No.—BR-8-0647  
 Proposal Date—15 Mar 68  
 Descriptors—Computer Based Laboratories, \*Construction Programs, \*Educational Facilities, \*Educational Research, \*Research and Development Centers  
 Start Date 15 Jun 69 End Date 1 Sep 72  
 The function of the Learning Research and Development Center is to study the learning process with particular attention to the nature of the educational environment required to maximize the potential of the individual learner. The Center has initiated, during its first four years of existence, a number of research and development activities which have produced significant research findings and promising new educational programs. The Center's programs span a continuum of activities from basic research through field development and encompass basic psychological studies of learning, computer-assisted instruction, computerized classroom management, measurement and evaluation stu-

dies, and the development of prototype-experimental instructional programs. The new facility is proposed to provide appropriate quarters specifically designed to meet the specialized needs of these research and development activities. This facility will represent the emerging significance of the contributions of scientists and scholars to education. A highly flexible building of approximately 135,000 gross square feet is proposed. It would include such facilities as computer-monitored learning laboratories, experimental and demonstration classroom areas, and curriculum material and equipment production areas. The facility is designed as a focal point in the University of Pittsburgh where faculty and students from a variety of disciplines, from this University and other institutions, can work together on significant problems in education. (Author)

**EP 011 754 24**  
**Training Elementary and Secondary Student Teachers to Utilize Technology: A Feasibility Study.**  
 Investigator—Smietana, Walter And Others  
 Elmhurst Coll., Ill.  
 Bureau No.—BR-8-E-017  
 Grant—OEG-0-8-080017-4403  
 Descriptors—Educational Research, \*Educational Technology, Elementary School Teachers, Innovation, Secondary School Teachers, Student Teachers, \*Teacher Education, \*Teacher Role Identifiers—Region 5  
 Start Date 30 Jun 68 End Date 13 May 69  
 This project seeks to fulfill a two-fold sequence of purposes. First: to encourage research at a small, private, liberal arts college and enable personnel to gain experience in research. Second: to determine the feasibility of establishing a one-semester undergraduate program with the following objectives: (1) To train elementary and secondary student teachers in the processes of identifying and evaluating available educational technology. (2) To encourage innovation and creativity in the utilization of technology in education. (3) To study the teacher's role in using educational technology. A universe of 150 students of the Department of Education at Elmhurst College will be stratified on the basis of test results from the Consequences (CQ) and Possible Jobs (PJ) tests of the Guilford Creativity Battery. Experimental and control groups of 15 undergraduate students each will be selected from this population using the following criteria: 1—completion of the admissions program for teacher education and official acceptance into teacher education, 2—completion of an elementary or secondary general teaching methods course, 3—comparison of individual test results with the

Guilford CQ and PJ profiles. The experimental group will participate in class sessions structured on H.D. Lasswell's concept of the "social planetarium" technique. This group will study the principles and methods of creative thinking, complete a required interdisciplinary reading program and conduct visitations and seminars involving producers and utilizers of educational technology in education, business-industry, and/or the military. The project will provide a program which teacher education institutions can adapt to train "personal champions" of technology to accelerate the implementation of available technology at the local school level. (Author)

**EP 011 755 24**  
**The Verbal Behavior of Educational Administrators: An Analysis of the Language of School Principals.**  
 Investigator—Lucietto, Lena L. Thomas, J. Alan  
 Chicago Univ., Ill.  
 Bureau No.—BR-8-E-081  
 Proposal Date—Aug 68  
 Grant—OEG-5-9-235081-0008  
 Descriptors—\*Administrator Attitudes, \*Behavior Patterns, \*Linguistic Performance, \*Principals, \*Verbal Ability  
 Identifiers—Region 5  
 Start Date 1 Oct 68 End Date 1 Oct 69  
 This study will apply new techniques of language analysis in the development of a dictionary designed for examining the linguistic behavior of administrators. It hypothesizes that there are relationships which exist between linguistic factors; and (1) personal history variables, (2) perceptions of administrative performance, and (3) measures of personal needs of administrators. Data collected by means of questionnaires will be related to verbal data from transcripts taken from tape recordings of principals speaking with their teachers in dialogue situations. The General Inquirer computer program will be utilized in applying content analysis procedures in the development of the dictionary of administrative language. Analysis of variance and other statistical procedures will be applied in the analysis of data. The study is expected to contribute to empirical knowledge of administrative behavior in two important ways: (1) by providing evidence which will help to determine the degree to which the principal's language is related to factors indicated above; (2) by providing an effective methodological scheme which may be applied by other researchers in analyzing language in other educational situations. (Author)



## 212 Project Resumes

### EP 011 756 52 A Systems Approach to the Individualization of Library Science Instruction.

Investigator—Goheen, Patricia A.  
Case Western Reserve Univ., Cleveland, Ohio.  
Bureau No.—BR-8-E-162  
Grant—OEG-5-9-455162-0020  
Descriptors—Curriculum Development, \*Individualized Instruction, \*Library Education, \*Library Science, \*Systems Approach  
Identifiers—Region 5

Start Date 1 Feb 69 End Date 31 Jan 70

The purpose of this study is the design and testing of a procedure which would lead to increased efficiency, economy and individualization in the teaching of library science fundamentals. An area of fundamental instruction will be identified. The content of this area will be organized according to a systems approach to course development, supported by recent developments in the theory and equipment of educational technology. The students will be guided through the instructional sequence on an individual basis by means of attendance at a learning station which will present instruction through the media of tape, slides and the printed word. An experimental group will be presented with a course designed according to these procedures. The results will be compared with those of a course of similar scope and depth taught in conformance with the regular pattern of instruction engaged in at the Case Western Reserve University Library School. The results will be compared in the areas of effectiveness, time requirements, and student receptivity to the forms of instruction. The scope and depth of library science instruction at the graduate level is limited by two factors: the wide variety in the backgrounds and abilities of the students who enter the program, and the fact that no undergraduate library science preparation is required before entrance into the program. The combination of these factors necessitates that an inordinate amount of time, for a Master's level program, be spent on an introduction of the basic subject matter, leaving too little time available for research and exploration of problem areas. With the provision of a more efficient and economical educational process for the fundamental areas, additional time would be made available for innovative extensions upon this knowledge base. (Author)

### EP 011 757 24 The Identification and Selection of Creative Artistic Talent by Means of Biographical Information.

Investigator—Ellison, Robert L. And Others  
Institute for Behavioral Research in Creativity, Salt Lake City, Utah.  
Bureau No.—BR-9-0215  
Proposal Date—16 Oct 68  
Grant—OEG-8-9-540215-4004

Descriptors—\*Biographies, \*Creativity, Data Analysis, Educational Research, Sampling, \*Talent Identification  
Start Date 1 Jun 69 End Date 31 May 70

The purpose of this project is to determine the relationship of Biographical data to different criteria of creative artistic talent. It has been found through extensive previous research that biographical data have high correlates with creativity, as well as with a number of other criteria, in scientific and engineering settings and with other groups. The project would involve administering a specially developed version of the Biographical Inventory to a sample of presently registered students at Interlochen Arts Academy in Interlochen, Michigan, and a norm sample selected from a public high school. Multiple criterion measures of artistic performances would be collected on these two samples of students. The data would be statistically analyzed to determine the effectiveness of the Biographical Inventory in predicting the criterion measures of artistic accomplishments. In addition, other available predictor data would be analyzed to determine their effectiveness in predicting the criterion measures. Should the analysis prove the Biographical Inventory was successful, in identifying creative artistic talent, a practical form of the Biographical Inventories would be made available for use in identifying artistic talent at an early age so that they may be given the training and attention their capability deserves. In addition, correlates between biographical information and crea-

tive artistic talent could be utilized to design a more enriched environment in which this talent would be able to more fully develop and flourish. (Author)

### EP 011 758 24 Objectives in English, Grades 9-12.

Investigator—Hook, J. N. And Others  
Illinois Univ., Urbana.

Bureau No.—BR-9-0492  
Descriptors—\*Behavioral Objectives, Conferences, \*Curriculum Development, Curriculum Evaluation, \*English Curriculum  
Start Date 15 Jun 69 End Date 14 Mar 71

Representatives of the University of Illinois, Indiana University, and Purdue University will work for one year with approximately forty consultants in the preparation of a catalog of behavioral objectives for English in grades 9-12. Before the first conference of consultants, the directors will review general aims for English teaching, attempt a categorization of them, and prepare a sample set of write-ups of behavioral objectives. The first conference of consultants will draft statements of objectives, including evaluative procedures, in each category. After the conference, the directors will revise and edit the results and mail the draft to the consultants. At a second conference of consultants, they will revise and strengthen the draft. Then the directors will complete A Preliminary Catalog of Behavioral Objectives in English, Grades 9-12. (Author)

### EP 011 759 24 Development of Training Programs for Educational Researchers in Environmental Design.

Investigator—Chase, David B.  
Smithsonian Institution, Washington, D.C.

Bureau No.—BR-9-0533  
Grant—OEG-0-9-180533-4485  
Descriptors—Educational Programs, \*Educational Researchers, \*Environmental Research, Program Development, \*Social Influences  
Start Date 1 May 69 End Date 30 Nov 69

The objectives of the program are three in number: (1) to determine the services which an independent agency could best perform to raise the level of education in environmental design so that it can be more effective in influencing social policy; (2) to review the experiences of similar agencies in formation and operation; and (3) to recommend a plan for the establishment and operation of an independent agency. The program will be organized in three phases: first to establish an ad hoc advisory committee to guide the program; second, to consider the findings of existing studies concerned with education in environmental design; and third, to determine how an independent agency could best implement these studies, including their specific recommendations concerning curriculum development, exchange of program and statistical information, and prospects for research. (Author)

### EP 011 760 95 Short-Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Eastern Metropolitan Areas.

Investigator—Olivo, C. Thomas Jochen, Albert E.

Temple Univ., Philadelphia, Pa.  
Bureau No.—BR-9-0535  
Proposal Date—14 Apr 69  
Grant—OEG-0-9-480535-4436

Descriptors—Behavior Change, Cooperative Programs, Culturally Disadvantaged, Developmental Programs, \*Inservice Education, \*Institutes (Training Programs), \*Metropolitan Areas, Program Planning, \*Systems Approach, \*Vocational Education  
Start Date 1 Jun 69 End Date 31 Dec 70

The controlling purpose relates to implementing behavioral change in decision makers. Through direct involvement as teams, human needs in a manpower context will be translated into viable vocational programs and services that are relevant to societal (inner city) needs in metropolitan areas, implemented to meet current legislation mandates, and are directed particularly to minority groups, the deprived, disadvantaged, etc. Temple University will serve eight major functions: planning, coordinating, management, operational (two institutes), promotional, establishing advisory councils, dissemination and evaluation. It will interweave inputs of position papers, regional conferences, State Plan

Guidelines, Compact of States' deliberations and other significant experiences. Temple will contract with eight representative Universities, Great Cities and Area Boards who have demonstrated inner-city leadership. Outstanding resource persons will be used from great cities systems; all levels of government; the public and private sectors of industry, labor, management and manpower; other supportive services, and the lay public. Promotional brochures and institute "Guidebooks" will be developed to provide feedback of proven models, techniques, etc. Representative advisory committees will serve such functions as: Input and Liaison, Planning, Evaluation, Implementation, National Articulation, Public Information and Strategy, etc. A series of conferences/workshops of institute leaders is planned to keep continuously the total effort relevant to developing conditions. Expected Contributions are: (1) Marshalling competing services into a coordinated effort to plan accessible quality programs of vocational education in metropolitan areas; (2) Developing a multiplier effect utilizing interdisciplinary teams of decision makers to define models, strategems, and a systems approach to vocational program planning; (3) Providing long-range visibility to exemplary programs and innovative experiences related to quality and accessibility, and (4) Establishing a receptive climate among leaders to implement all occupational education, training, and ancillary services within institutions and in-plant by coordinating all human and material resources. (Author)

### EP 011 761 24 Workshop on Utilization and Training of Auxiliary Personnel in Home Economics.

Investigator—Hanson, Doris E.  
American Home Economics Association, Washington, D.C.

Bureau No.—BR-9-0543  
Proposal Date—10 Apr 69  
Grant—OEG-0-9-180543-4456

Descriptors—\*Auxiliary Laborers, \*Home Economics Education, Institutes (Training Programs), \*Nonprofessional Personnel, \*Occupational Home Economics, Personnel Integration, \*Recruitment, Training, Workshops  
Start Date 1 Jun 69 End Date 31 May 70

Home economics, a professional field with a number of subject-matter divisions—child development and family relations; clothing, textiles, and related arts; foods and nutrition; hotel and restaurant management; housing; management and consumer economics; and education—is faced, along with other professions, with an acute shortage of qualified personnel. As a means of extending the impact and reach of home economics in all areas of its application, the association will hold a national workshop on the training and utilization of auxiliary workers to be held at the University of Nebraska Conference Center. The objectives are as follows: (1) To increase the understanding of the philosophy, preparation, and use of auxiliary workers. (2) To explore ways of extending the reach of home economics by utilizing resources more efficiently. (3) To explore existing legislation related to auxiliary personnel and to consider the need for initiating new legislation at local, state, and national levels. (4) To examine existing job responsibilities in the various professional home economics careers, and to identify those tasks which can be assumed by and are attractive to auxiliary personnel in home economics, the utilization of which will be predicated upon societal needs. And, (5) To provide direction for conferees in assuming leadership at regional, state, and local levels in the utilization and training of auxiliary personnel in the various areas of home economics. The conference program will utilize carefully selected and highly qualified speakers from throughout the nation and work and discussion sessions will permit application and demonstration of concepts, skills, and principles. Each participant will attend with the understanding of carrying the work forward upon her return to her own state and/or region. An evaluation procedure has been established to assess the effectiveness of both the workshop per se and the resultant local training programs, workshops, and applications or utilization of auxiliary workers. (Author)

### EP 011 762 08 The Development of Model Follow-Up Programs for Vocational Education.

Investigator—Muldoon, John O.  
High School District Number 214, Mount Prospect, Illinois.  
Bureau No—BR-9-0557  
Proposal Date—25 Apr 69

Descriptors—Demonstration Programs, Evaluation Methods, \*Followup Studies, Longitudinal Studies, \*Models, \*Vocational Education, \*Vocational Followup  
Start Date 1 Jun 69 End Date 15 Nov 69

The basic aim of this project is to create a series of model follow-up instruments and formats that can be used by schools in conducting follow-up programs of vocational education. The study will proceed as follows: (a) It will start with a survey of the literature and of existing follow-up studies. (b) An Advisory Committee of RCU's will be formed to guide the project. Four State RCU's will be asked to participate in the program as follows: (1) To meet with the survey staff prior to the start of the program. (2) To meet mid-way through the program. (3) To test the instruments. (c) Preliminary models will be developed and tested among Illinois Schools. (d) The models will be revised on the basis of the pre-testing. And, (e) The first drafts will be disseminated among vocational educators. This study will produce a package of instruments and a manual of instructions for vocational educators, administrators, teacher training instructors, etc., to use in developing follow-up programs for vocational education. (JL)

EP 011 763 24  
Postdoctoral Fellowship Program in Educational Research.

Investigator—Linn, Robert L. And Others  
Educational Testing Service, Princeton, N.J.  
Bureau No—BR-9-0583  
Proposal Date—14 May 69

Descriptors—Decision Making, \*Educational Research, \*Fellowships, \*Independent Study, \*Post Doctoral Education, Research Design, Research Methodology  
Start Date 1 Jul 69 End Date 30 Jun 70

The postdoctoral fellowship will afford opportunity for the selected participant to engage in an intensive year of educational research training in the area of choice of the trainee according to an individualized plan. It is expected that as the result of the year the Fellow will be better able to design, undertake, and evaluate research problems in the field of education and make a greater contribution to educational research. The primary responsibility of the Fellow will be to plan, with the director of the program, a series of activities designed to draw on the full resources of the institution to fill gaps in his own training and experience. Such activities may include attendance at seminars or formal classes at the institution, participation for training purposes in the activities of the research being undertaken at the institution, or study at special facilities or of resource materials available either at the institution or elsewhere in the geographical area. (Author)

EP 011 764 95  
A Center for Educational Development.  
Investigator—Hemphill, John K. And Others  
Far West Lab. for Educational Research and Development, Berkeley, Calif.  
Bureau No—BR-9-0586  
Proposal Date—18 Apr 69  
Grant—OEG-0-9-140586-4596

Descriptors—\*Community Involvement, \*Construction (Process), \*Educational Facilities, \*Educational Innovation, Educational Research, Experimental Programs, Laboratories, \*Research and Development Centers, Resource Centers, Urban Renewal  
Start Date 21 Jun 69 End Date 31 Dec 72

The purposes of this program are: (a) to provide a new location for the Laboratory's facilities; (b) to allow cooperative development of the site with other agencies such as the San Francisco public schools; and (c) to create a major Center for Educational Development. At the day-to-day operating level, the Laboratory's catalytic role will take the form of sharing specialized facilities and supporting services. A description of some of these follows: (1) The Laboratory plans to maintain a limited, but highly specialized library. This will contain a complete ERIC file, a collection of the most useful reference works, a collection of suitable professional journals, and much fugitive material of temporary and special interest in educational research and development. (2) The

Laboratory has developed a videotape production capability which will be expanded to become a significant source of the educational "software". (3) Also to be developed and maintained will be a unit capable of reproducing instructional material. In the development of new instructional material it is important to have the ability to duplicate quantities of experimental or "draft" materials to be tested and revised. This unit would not turn out printed materials which at this time are being produced satisfactorily through arrangements with the Government Printing Office (GPO) in San Francisco. (4) Provision will be made in the Laboratory for the development of a capability to fabricate simple objects needed to support instruction. The objects would consist of games, educational toys, demonstration apparatus, etc., made of wood, metal, cardboard, or plastic. The laboratory sees its role as that of providing leadership. It can be the catalyst that brings about a realignment of much current effort, and thus leads to a new form of partnership and cooperation that will be of lasting significance to the future of education within the region and throughout the nation. (JL)

EP 011 765 24  
Postdoctoral Fellowship in Educational Research.  
Investigator—Lesser, Gerald S. And Others  
Harvard Univ., Cambridge, Mass.  
Bureau No—BR-9-0591  
Proposal Date—May 69

Descriptors—\*Cognitive Development, \*Early Childhood Education, Educational Research, \*Fellowships, \*Independent Study, \*Post Doctoral Education, Research Design, Research Methodology  
Start Date 1 Sep 69 End Date 31 Aug 70

The postdoctoral fellowship will afford opportunity for the selected participant to engage in an intensive year of educational research training in the areas of cognitive learning and early childhood education according to an individualized plan. It is expected that as the result of the year the Fellow will be better able to design, undertake, and evaluate research problems in the field of education and make a greater contribution to educational research. The primary responsibility of the Fellow will be to plan, with the director of the program, a series of activities designed to draw on the full resources of the institution to fill gaps in his own training and experience. Such activities may include attendance at seminars or formal classes at the institution, participation for training purposes in the activities of the research being undertaken at the institution, or study at special facilities or of resource materials available either at the institution or elsewhere in the geographical area. (Author)

EP 011 766 24  
Postdoctoral Fellowship Program in Educational Research as Related to Community Mental Health.

Investigator—Broussard, Elsie R. And Others  
Pittsburgh Univ., Pa.  
Bureau No—BR-9-0594  
Proposal Date—14 May 69

Descriptors—\*Community Health, Development, \*Educational Research, \*Fellowships, \*Mental Health, \*Post Doctoral Education, Specialists, Systems Development, Training  
Start Date 1 Sep 69 End Date 31 Aug 70

The selected applicant will be provided an opportunity to explore ways of integrating educational research with the developing community mental health programs. The training program for the mental health specialists is very highly individualized and takes into consideration the particular background training, work experiences, and special skills and interests of the student. In order to provide a program of training for sophisticated administrators, researchers, educators, and community clinicians, the curriculum will incorporate core public health content in epidemiology, biostatistics, social science, administration, community organization and other areas considered appropriate to professional interdisciplinary functioning. Supervised opportunities for research studies in specific areas of interest with relevance for Community Mental Health are provided. Particular emphasis is placed upon the problems of children and the relation and interaction between home, school, and community. The flexibility maintained in this training program provides an opportunity to explore ways of translating educational research

into services for Community Mental Health. The postdoctoral fellowship will afford opportunity for the selected participant to secure additional expertise. (Author)

EP 011 767 24  
Interim Feasibility Study of The University of Massachusetts' Model for Training Elementary Teachers.

Investigator—Combs, Willie E. And Others  
Florida Agricultural and Mechanical Univ., Tallahassee.  
Bureau No—BR-9-8031  
Proposal Date—15 Apr 69  
Grant—OEG-0-9-198031-4316

Descriptors—\*Elementary School Teachers, Feasibility Studies, Individualized Instruction, Preservice Education, Program Development, Systems Development, \*Teacher Education, \*Teacher Improvement, \*Teaching Models, \*Training Techniques  
Start Date 30 Jun 69 End Date 31 Dec 69

The purpose of this study is to describe procedures to be followed in defining and describing the initial planning stages needed to secure detailed interpretations of the Model for training Elementary Teachers as proposed by the University. It also includes procedures to be followed, subsequently, in the initial planning, with specific reference to developing, implementing and operating the model. (JL)

EP 011 768 24  
Proposal for a Special Evaluation of Nine Elementary Teacher Training Specifications.

Investigator—Shafel, Fannie R.  
Stanford Univ., Calif.  
Bureau No—BR-9-8032

Grant—OEG-0-9-148032-4402  
Descriptors—\*Elementary School Teachers, \*Evaluation Criteria, \*Models, \*Teacher Education  
Start Date 19 May 69 End Date 2 Aug 69

The specific objectives of this project are: (1) to establish a set of evaluative criteria for the nine elementary teacher training models created through Phase I of the Elementary Teacher Education Development Program, (2) to provide description and analyses of the common and divergent components among the models according to the established criteria, (3) to describe the unique elements evidenced in each model, (4) to prepare a final document in non-technical language of the content and outcome of the evaluative analyses for use by decision makers in the educational field. This project is placed within the context of a select group of doctoral candidates in education, all of whom have extensive experience in elementary teaching and whose varied background will be a rich resource for model evaluation purposes. These people will organize into task groups and will prepare written evaluative reports based on the nine teacher training models. Following the presentation of these reports to the group as a whole, authors of the individual models and auxiliary personnel will meet with the seminar members in a two-day conference at the Stanford Center for Research and Development in Teaching. This conference will provide the opportunity for both authors and seminar members to present their views and, consequently, to offer a more comprehensive evaluation of the nine models. A transcript of conference discussions and the individual reports by seminar members will combine to form a single informative document not to exceed fifty pages in length. (Author)

EP 011 769 24  
Implications of the Bureau of Research Teacher Education Project for Developing Institutions.

Investigator—Johnson, Norman C.  
North Carolina Coll., Durham.  
Bureau No—BR-9-8033  
Proposal Date—18 Apr 69  
Grant—OEG-0-9-438033-4314

Descriptors—\*Curriculum Development, Curriculum Evaluation, \*Developmental Programs, Educational Research, \*Elementary School Teachers, Experimental Programs, \*Methods Research, Program Evaluation, \*Teacher Education, Teaching Models  
Start Date 21 May 69 End Date 21 Nov 69

This project purports to examine, critically, the nine sets of Specifications for Comprehensive Undergraduate and Inservice Teacher Education Programs for Elementary Teachers established by



the Bureau of Research Teacher Education Project. The assumption is that the investigation will provide highly valuable information and rather definite implications which would serve very useful purposes in the development of the proposed elementary programs and the existing teacher education programs at North Carolina College at Durham. As part of North Carolina College's plan to initiate programs in elementary education the nine models will be examined in detail. The detailed study of these models will include seminars, workshops, site visitations, consultations and feasibility analyses leading to implementation. Through this project North Carolina College will gain basic ideas, valuable insights, pertinent information and, possibly, models for the actual structures of the new programs in elementary education that are being developed. Also, the results of this project may have wide implications for the existing secondary education programs at the college. The data obtained as a result of this project will provide the U.S. Office of Education with specific information on the potential use, value and implications of the Bureau of Research Teacher Education Project at developing institutions and specifically at North Carolina College. The results of this project will be highly beneficial to other developing institutions especially those who hold membership, along with North Carolina College, in the Consortium Research Development Program. (Author)

**EP 011 770 24**  
**Implications of the Bureau of Research Teacher Education Project for Developing Institutions.**

Investigator—Parker, Julian A.  
 Xavier Univ., New Orleans, La.  
 Bureau No—BR-9-8034  
 Proposal Date—22 Apr 69  
 Grant—OEG-0-9-288034-4323

Descriptors—\*Elementary School Teachers, \*Inservice Teacher Education, Seminars, \*Systems Approach, \*Teaching Models, \*Undergraduate Study, Workshops  
 Start Date 30 Jun 69 End Date 31 Dec 69

This project will review the nine sets of specifications for Comprehensive Undergraduate and Inservice Teacher Education Programs for Elementary Teachers and consider the implications at Xavier University. In keeping with plans already under way to revise and up-date their teacher education program, the nine models will be examined in detail. The examination will also include seminars, workshops, released staff time, on the site visits to institutions, attendance at seminars on the systems approach to learning, and cooperative planning sessions with institutions that host student teachers. Xavier University through this project will have the opportunity to review the Bureau of Research Teacher Education Project as a means of improving its own teacher education program. It is 011770 further hoped that the Office of Education will gain insight into the potential use and value of the Teacher Education Project at the developing institution. (JL)

**EP 011 771 24**  
**Implications of the Bureau of Research Teacher Education Project for Developing Institutions.**

Investigator—Bracey, I. C. And Others  
 South Carolina State College, Orangeburg.

Proposal Date—22 Apr 69  
 Grant—OEG-0-9-508035-4321

Descriptors—\*Elementary School Teachers, Seminars, \*Teacher Education, \*Teaching Models, \*Undergraduate Study, Workshops  
 Start Date 30 Jun 69 End Date 31 Dec 69

This project proposes to study in depth the Florida State University model which is designed to up-grade undergraduate teacher education for the training of Elementary Teachers so that a new focus could be developed and new ideas reinforced which would lead ultimately to new directions in the preparation of Elementary Teachers. The College plans to study the Florida State University model and parts of the other models being studied by the other nine colleges with the intent of developing and updating its teacher education programs. The examination in terms of procedures will include seminars, consultative services from the institution which developed the model being used; workshop sessions for its teacher education staff, site visits where the models are in use or partially in use, and in some instances, the releasing of certain

staff members for study and examination of the model with which we are concerned. It is also hoped that this institution will be able to host a meeting of the ten developing institutions involved in the project so that we may carefully discuss the details of each of the nine models. This project will help all of the ten institutions concerned to learn more about what is needed in the development of new curricula and new experiences involved in teacher training of elementary majors. It would expose the personnel of the Elementary Education Departments to new innovations and basic background information necessary for a good program. (Author)

**EP 011 772 24**  
**A Proposed Comprehensive Program for the Training of Elementary School Teachers at Shaw University.**

Investigator—McMillan, N. M. And Others  
 Shaw University, Raleigh, N.C.

Bureau No—BR-9-8036

Proposal Date—24 Apr 69  
 Grant—OEG-0-9-438036-4320

Descriptors—\*Comprehensive Programs, \*Elementary School Teachers, Individualized Instruction, \*Inservice Education, \*Teacher Education, \*Undergraduate Study  
 Start Date 30 Jun 69 End Date 31 Dec 69

This project proposes to review the nine sets of Specifications for comprehensive undergraduate and inservice teacher education programs for elementary school teachers and consider the implications at this institution. The three summaries are: (1) Individualization of Instructors; (2) Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program; and, (3) The Northwest Regional Educational Laboratory. As part of the University's plans to revise and up-date its teacher education program, several of the nine models will be examined in detail. This examination may include support for seminars, workshops, staff time released, site visits, etc. Through this project a typical developing institution will have the opportunity to review the Bureau of Research Teacher Education Project as a means of improving its own teacher education program. Also, the Office of Education will gain insight into the potential use and value of the Teacher Education Project at the developing institution. (Author)

**EP 011 773 24**  
**Evaluating Selected Models to Improve Teacher Education Programs.**

Investigator—Dove, Pearl C. And Others  
 Clark Coll., Atlanta, Ga.

Bureau No—BR-9-8037

Grant—OEG-0-9-208037-4315

Descriptors—\*Elementary School Teachers, \*Evaluation, Inservice Teacher Education, \*Models, \*Teacher Education, Teaching Models

Start Date 30 Jun 69 End Date 31 Dec 69

The purpose of this project is to evaluate the Clark College Elementary Education Program with the models of Specifications for Comprehensive Undergraduate and Inservice Teacher Education Programs for Elementary Teachers in light of increased expertise needed to meet the modern demands of education. Clark College plans to evaluate, revise, and update its teacher education program by conducting an in-depth study of several of the models. This study will involve cooperative inservice enterprises and individual endeavors, site visitation, and released staff time. This research could insure the following benefits: (1) Provide opportunity to review and use the nine models provided by the Bureau of Research Teacher Education Project to update the Elementary Teacher Education Program of Clark College. (2) Gain insight into the effective use of the nine models by small developing institutions who prepare elementary school teachers. (JL)

**EP 011 774 24**  
**The Implications of the Bureau of Research Teacher Education Project for Developing Institutions.**

Investigator—Fortney, Howard M. And Others  
 Livingston University, Livingston, Ala.

Bureau No—BR-9-8038

Grant—OEG-0-9-118038-4318

Descriptors—Disadvantaged Schools, \*Models, \*Teacher Education, Teaching Models

Start Date 30 Jun 69 End Date 31 Dec 69

Livingston University proposed the development of a model teacher education program which would utilize the models developed by The Bureau of Research Teacher Education Project, The Southeastern Regional Laboratory, The Alabama State Department of Education, and selected public school officials in Alabama. This program would be relevant and appropriate for the education of teachers for the university service area. The model program would utilize the nine model teacher education programs as guides in the preparation of the Livingston Model, and would be especially adapted for teachers preparing to teach in disadvantaged schools. The model would contain the following components: (1) Field-orientation, (2) behaviorally oriented, (3) utilize systems analysis, (4) research based, (5) self-instructional, (6) multiple entry, (7) self-correcting, (8) pluralistic, (9) provision for inservice training, and (10) fusion of all-university, industry, business, and public schools in preparation of teachers. (JL)

**EP 011 775 24**  
**A Review and Analysis of the Model Elementary Teacher Education Projects Developed Through The Bureau of Research.**

Investigator—Cruickshank, Donald B.  
 Ohio State Univ., Columbus. Research Foundation.

Bureau No—BR-9-8040

Grant—OEG-0-9-458040-4404

Descriptors—Elementary Education, \*Elementary School Teachers, Graduate Students, \*Models, \*Teacher Education Curriculum, Teacher Evaluation, Undergraduate Study

Start Date 30 May 69 End Date 28 Feb 70

The purpose of the project is to provide Ohio State University, one of the largest teacher preparation institutions, with an opportunity to review and to analyze the nine models developed under the Bureau of Research Model Elementary Teacher Education Program (METEP). Subsequently Ohio State will provide USOE and the profession with an analysis based upon several indices or standards described in the body of the proposal. Such data should be of first-line use to any large teacher preparation institution intent on developing new curricula in professional education. The project is one of a series which will lead to the development of new preparation programs for elementary teachers in Ohio. Personnel involved will include undergraduate and graduate students, public school personnel, and the Ohio State Education Department among others. (Author)

**EP 011 776 24**  
**Implications of the Bureau of Research Teacher Education Project for Developing Institutions.**

Investigator—Hafiz, M. Sharif And Others  
 Norfolk State Coll., Va.

Bureau No—BR-9-8042

Proposal Date—24 Apr 69

Grant—OEG-0-9-568042-4319

Descriptors—\*Elementary School Teachers, \*Inservice Teacher Education, Institutes (Training Programs), \*Models, \*Teacher Education, Undergraduate Study

Start Date 30 Jun 69 End Date 31 Dec 69

This project proposes to review the nine sets of Specifications for Comprehensive Undergraduate and Inservice Teacher Education Programs for Elementary Teachers and consider the implications at this institution. Through this project a typical developing institution will have the opportunity to review the Bureau of Research Teacher Education Project as a means of improving its own teacher education program. Also, the Office of Education will gain insight into the potential use and value of the Teacher Education Project at the developing institution. As part of the College's plans to revise and up-date its teacher education program, several of the nine models will be examined in detail. This examination may include support for seminars, workshops, released staff time, site visits, and the like. (Author)

**EP 011 777 24**  
**A Project Designed to Examine, To Determine the Feasibility for Adoption, and Relevancy of the Elementary Teacher Model Contained in the Syracuse University Model Program for Tennessee State University.**

Investigator—Crosby, Jerry D.  
 Tennessee Agricultural and Industrial State Univ., Nashville.

Bureau No—BR-9-8043

Proposal Date—29 Apr 69  
Grant—OEG-0-9-528043-4322

Descriptors—\*Comprehensive Programs, \*Elementary School Teachers, \*Inservice Education, Teacher Education, \*Teaching Models, \*Undergraduate Study

Start Date 30 Jun 69 End Date 30 Dec 69

This proposal is designed to present a plan for the purposes of examining more intensively the elementary teacher model contained in The Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers (The Syracuse University Plan) and to determine the feasibility of adoption of this plan for Tennessee State University. Further, it is hoped that the relevancy of this plan can be determined for our university. The plan to determine the relevancy of the Syracuse University Model Program for Tennessee State University will be the conducting of a series of five workshops for thirteen selected faculty members devoted to studying the Model Program and one field trip for each selected faculty member to Syracuse University for an on the spot investigation. Through this project Tennessee State University will have the opportunity to review the Syracuse University Model Teacher Program as a means of determining some possible avenues of improving its own teacher education program. Also, the Office of Education will gain insight into the potential use and value of the Syracuse University Model At Tennessee State University. (Author)

EP 011 778 24

Implications of Office of Education Bureau of Research Teacher Education Project (Phase I) for Developing Institutions.

Investigator—Powell, Edward C. And Others  
Jarvis Christian College, Hawkins, Tex.

Bureau No—BR-9-8044  
Grant—OEG-0-9-538044-4317

Descriptors—\*Elementary School Teachers, \*Inservice Teacher Education, Institutes (Training Programs), \*Teaching Models, Undergraduate Study

Start Date 30 Jun 69 End Date 31 Dec 69

The project proposes to review the nine sets of specifications or models for comprehensive undergraduate and inservice Teacher Education programs for elementary teachers and to consider the implications for Jarvis and other developing institutions. As a vital phase in efforts at the College to find or create more effective teaching and learning modes and to up-date its teacher education programs, three of the nine models will be examined in detail. This examination will be made possible by released staff time, contributed vacation time and small group seminars. Faculty workshops, consultative services and on-site visits by representative task force members. Through this project a developing institution will be given an opportunity to review Phase I of a Teacher Education project sponsored by the Bureau of Research as a needed means of renewing and improving its own teacher education programs. Further, the project report is expected to provide other developing institutions and the Office of Education with an opportunity to gain insights into the potential value of the Teacher Education Project for institutions such as Jarvis. (Author)

EP 011 779 24

Development and Application of Analysis of Variance Techniques to the Reliability of Observation Schedules.

Investigator—Abramson, Theodore And Others  
Fordham Univ., Bronx, N.Y.

Bureau No—BR-9-B-070

Proposal Date—15 Dec 68

Grant—OEG-2-9-400070-1039

Descriptors—Evaluation, \*Models, \*Observation, \*Teacher Behavior, \*Teacher Education, Teacher Evaluation

Identifiers—Region 2

Start Date 1 May 69 End Date 28 Feb 70

The purpose of this project is to develop a model or models which permit the calculation of reliability coefficients for data collected by observers of classroom teaching situations. It is expected that an analysis of variance technique will not only yield the same information currently available from more traditional correlational techniques but will also make possible the comparison between the sources of variation inherent in an observational setting. Thus, the role of teachers, observers, and categories of behavior will be taken into account. The model will as-

sume that the data will be collected by a team of observers trained in the use of an observation schedule. The general model or models will then be applied to data collected through the use of a specific observation schedule. The general analysis of variance model which is currently available requires that the same teachers be visited by the same observers a number of times. The proposed model, through the use of partially hierarchical and split plot designs, will make it possible to analyze observational data without requiring that the same teacher be visited many times by all of the same observers. At the same time, the new model or models will be applicable where there is only one score per observation category as well as when there are many scores for each category. The contribution of this proposal will be to increase the use of observers and observation techniques in a wide variety of educational problems such as school program evaluation and teacher preparation program evaluation. Without a means of knowing the reliability, and therefore the comparability, of observational data, the extra expense of training and using observation teams is difficult to justify. The proposed model or models will permit the calculation of the reliability of observational data without necessitating the practical administrative problems of maintaining the same observation team over a long period of time and of visiting the same teachers many times. Thus research in the actual teaching-learning setting - the classroom - will become more feasible and program evaluation will rely less on such ad hoc factors as pupil achievement and attitudes toward the program. Furthermore, the possibility of comparing teacher behavior in classrooms will make possible more research into the area of theories of teaching. (Author)

EP 011 780 24  
Programed Instruction for Decision-Making Aspects of Typing Tasks.

Investigator—West, Leonard J.  
City Univ. of New York, N.Y.

Bureau No—BR-9-B-074

Proposal Date—6 Jan 69

Grant—OEG-2-9-420074-1040

Descriptors—Clerical Workers, Decision Making, Office Occupations Education, \*Programed Instruction, Skill Development, Skills, \*Typists  
Identifiers—Region 2

Start Date 1 May 69 End Date 31 Oct 69

It is proposed to develop, in readiness for initial field trial, programed (self-instructional) materials for the decision-making aspects of three major classes of office-typing tasks (business letters, tables, reports and manuscripts from rough draft copy). In accordance with standard program writing practice, sections of the program during preparation will be informally tried out on high school trainees, with revisions made as may be necessary. The resulting complete first-draft program will be reviewed by consultants and amended on the basis of their recommendations. Upon completion of the presently proposed work for the creation of materials in readiness for trial, large-scale field trial validation will be carried out under other auspices. The immediate applicability of the present work is to improved training in a skill in widespread occupational and personal use, particularly to the furnishing of an employable skill to the disadvantaged urban student, who presently completes "clerical" training inadequately trained in the decision-making behaviors that are at the heart of proficiency at realistic typing tasks. More generally, insofar as typewriting shares with other skills and with training in other skills, insufficient attention to cognitive components, the present materials should be suggestive for the design of instructional materials in comparable skills. (Author)

EP 011 781 24

An Analysis of Specific Mathematics Course Content for Scientists and Engineers - A Pilot Study.

Investigator—Miller, G. H.  
Edinboro State College, Pennsylvania.

Bureau No—BR-9-B-079

Proposal Date—29 Oct 68

Grant—OEG-2-9-480079-1049

Descriptors—Biology, Chemistry, \*Course Content, Engineering, \*Engineers, \*Mathematical Applications, Physics, \*Scientists, \*Specialization

Identifiers—Region 2

Start Date 15 May 69 End Date 14 Nov 69

The objectives of this project are: (1) To find the specific mathematics course content in 4 specializations which would be the most valuable for scientists and engineers in their research. (2) To find mathematics course content common to 2 or more of the 4 specializations (for example, similarities in mathematics course content between chemical engineering and biophysics). And, (3) To aid in designing the major study which will follow the pilot study. Four specializations from the NSMRSE will be selected for the pilot study - one from biology, chemistry, engineering, and physics. Scientists and engineers will be selected from the NSMRSE who have a knowledge of the course or courses and use it often in their work. These individuals will receive detailed mathematics course content sheets which will list the topics of a course for them to recommend for their area of specialization. The topics will have a 3-category response for each topic: very valuable, valuable, and of some value. They will be asked to indicate what theorems and theory should be covered for each course. Space will be provided on the form if the respondent wishes to make additional comments. Those who do not respond after two follow-up letters will be contacted by telephone to find out if they will be agreeable to give answers by means of interview over the telephone. After the data is in, it will be analyzed and sent to the appropriate professional journals. In addition, symposia will be held with the professional organizations to consider a few specializations in which selected specialists will give their viewpoints and the scientists in the audience will join in the discussion. This study will provide basic information on the precise content of mathematics courses which will be the most useful to scientists and engineers in 4 specializations. This data will be useful in course improvement in mathematics for these specializations. It will be of value in providing basic improvements and modifications for the major study which will consider specific course content in mathematics for other specializations investigated by the National Study of Mathematics Requirements for Scientists and Engineers. (JL)

EP 011 782 24  
Attitudes of Middle Class Negroes Toward Separation in Negro-White Relations in the United States.

Investigator—Powell, B. Ruth And Others  
Saint Johns Univ., Jamaica, N.Y.

Bureau No—BR-9-B-084

Proposal Date—Jan 69

Descriptors—\*Race Relations, \*Racial Attitudes, \*Racism, \*Self Concept  
Start Date 1 Apr 69 End Date 1 Mar 70

This study will endeavor to document racial attitudes and desires of middle class Negroes living in both integrated and non-integrated settings in the greater New York City area. It hypothesizes that: (1) There is a difference in the quality of interracial relationships desired by the upper middle and lower middle class Negroes, with the latter group favoring a greater degree of black-white separation than the former. (2) In both groups (upper and lower middle class Negroes), the desire for separatism between the races lies more in the area of social relationships than in institutions, such as the school, the job, the church, and other functional areas. The population for this study, namely middle class Negroes, was decided on the premise that the working, tax paying, Negro who has passed the insecurities of the poverty level and who is not necessarily a civil rights activist, has been virtually unheard from regarding the current integration vs. separatism conflict. Knowledge of the direction in which this group is moving should play a vital part in the widespread new planning and heavy financial commitments currently underway in every part of the social system. The population of 200 persons between the ages of 30-55, will be solicited by letters addressed to "Resident" in middle income apartment buildings and private homes in non-integrated and integrated areas where Negroes are known to reside. Interviews will then be conducted in depth by social workers from a prepared schedule. (Author)

EP 011 783 24  
Identification and Classification of Music Learning Behaviors Utilizing Videotape Recording Techniques.

Investigator—Daellenbach, C. Charles Sketler, Donald J.  
Rochester Univ., N.Y.



Bureau No—BR-9-B-085  
 Proposal Date—30 Jan 69  
 Descriptors—\*Behavior Patterns, \*Learning Characteristics, \*Music Education, \*Student Behavior, Video Tape Recordings  
 Identifiers—Region 2  
 Start Date 1 Apr 69 End Date 31 Mar 70

The focus of this project will be observed learning behaviors of the music student. A fundamental unsolved problem facing the teacher is the collection of valid and reliable data on some of the important evaluative phases of the teaching-learning transaction, and their relationship to behavioral change. The intent of this pilot project will be to identify, describe, classify, and quantify certain specific overt music learning behaviors through the use of videotape recording techniques. Present reliance on subjective identification methods will be replaced by an objective system of behavior analysis. The population for this project will be selected from both general music classes, and performance oriented classes. Ages will range from grade one through collegiate undergraduate levels. Interdisciplinary consultation will be utilized during the classification system formulation process. Assistance by University of Rochester faculty has been assured in such areas as psychology, sociometry, and sociology, all of which have far-reaching implications for this study. Learning behaviors will be recorded in a variety of environments, and stored on videotape for intensive screening; editing and cataloguing will follow. As a result of this writer's previous behavior identification research, tested procedures assuring normalized classroom behavior on the part of the students will be incorporated. Furthermore, a statistically reliable technique for screening and evaluating videotapes is available from that research. During this project, a valid experimental approach to identification and classification of music learning behaviors will be developed. Also, a "nonverbal/verbal learning behavior classification index" will be devised for use by anyone interested in the learning behaviors characteristic to music learning, which relies so heavily on "affective domain" objectives. A foundation upon which further research into the music learning process might be based will be provided by this project. (Author)

EP 011 784 24  
 Prediction of Reading Achievement in Grade One, Two, Three, and Four Using Kindergarten Measures.

Investigator—Harchkham, Laura D. And Others  
 Fordham Univ., Bronx, N.Y.  
 Bureau No—BR-9-B-087  
 Proposal Date—15 Feb 69  
 Descriptors—\*Diagnostic Tests, \*Dropout Identification, Measurement, \*Potential Dropouts, \*Predictive Ability (Testing), \*Reading Achievement, Student Ability, \*Testing  
 Start Date 1 Mar 69 End Date 1 Nov 69

This study is proposed as a longitudinal study of 700 children from kindergarten through fourth grade to determine whether measures that are readily available in most school districts, taken in kindergarten by classroom teachers, can predict reading achievement, as measured by standardized tests, in succeeding grades. In kindergarten the children were given: the Metropolitan Readiness Test, including the Goodenough Draw-a-Man Test, a ranking by the teacher, and a rating on a composite behavior rating scale (motor, speech, social, emotional, and intellectual behaviors, and adjustment to the classroom. Multivariate analysis of annual reading achievement scores of 700 children from first through fourth grades and kindergarten data will be used to determine: intercorrelations of predictor and criterion variables for each grade level, multiple correlations of predictor variables with the criterion at each grade level, multiple regression equations for each grade level indicating the relative weights of the predictors, and the discriminant functions which differentiate high, average, and low achieving readers at each grade level. The area of prediction of academic success is one with which schools are presently concerned. The team approach, using nurses, medical specialists, psychologists, speech and hearing specialists, social workers, and/or reading specialists, is at the experimental stage in a number of districts. The cost of such a complex screening process is, at the present time, beyond the ability of many districts of support universally, and administrators have expressed a need for gross screening at the

lower levels, that funds may be conserved for finer screening as it becomes necessary. The predictors to be used in this study have the advantage of being available to all teachers with minimal training in administering and scoring. Thus school districts lacking extensive staffs and funds could use this procedure for predicting which children will have difficulty, and will thus be able to take preventive rather than remedial action after children have experienced failure. This approach allows for consideration of each child as an individual, and once a child has been classified as possessing the potential for failure, a program of diagnosis and instruction can be planned for him, based on his individual needs. (Author)

EP 011 785 24  
 Individual Differences in Information Demanded Prior to Making Risky Decisions.

Investigator—Harris, Beatrice Brody, Lawrence  
 City Univ. of New York, N.Y.  
 Bureau No—BR-9-B-088  
 Proposal Date—8 Feb 69  
 Grant—OEG-2-9-420088-1054  
 Descriptors—Behavior Standards, \*Cognitive Processes, \*Decision Making, High School Students, Males, \*Risk  
 Identifiers—Region 2

Start Date 15 May 69 End Date 31 Aug 70  
 This project seeks to determine the influence of specific internal and situational factors on the amount of information demanded prior to making risky decisions. Male high school students will be required to make inferences based on information requested. A correct answer will bring a reward, decreased by the cost of information demanded. The assumption behind experiments using money as extrinsic motivation to elicit intrinsic motivational variables is that money has equal value for all subjects. This project will determine the utility of the reward for each individual immediately prior to the experimental condition, thereby controlling for its contribution to the variance in individual behavior. Specific motivational and cognitive variables will be examined for their effect on decision-making behavior as well as their relation to each other. (JL)

EP 011 786 24  
 Locus of Control, Social Reinforcers and Task Feedback in the Performance of EMR Boys.

Investigator—Reiss, Philip  
 State Univ. of New York, Albany. Research Foundation.  
 Bureau No—BR-9-B-091  
 Proposal Date—4 Feb 69  
 Descriptors—\*Educable Mentally Handicapped, \*Mental Retardation, \*Reinforcement, \*Task Performance  
 Identifiers—Locus of Control Scale

Start Date 1 Apr 69 End Date 30 Sep 69  
 Each of 160 adolescent EMR boys will be administered a form of the Bialer-Cromwell Locus of Control Scale. Following that, they will be asked to rate each of the four experimental tasks in terms of perceived interest and difficulty. Ss will then perform each of the four experimental tasks (object naming, mirror drawing, serial learning and marble sorting) for a maximum of ten minutes each. The tasks have been chosen to provide varying degrees of task feedback. Each task will be performed under a different reinforcement condition (approval: positive and negative; correctness: positive and negative). Following this, they will be asked to rate the tasks once again. The hypotheses to be tested include the following: 1. LC scores will be predictive of performance under conditions of: (1) positive vs. negative reinforcement and (2) correctness vs. approval reinforcement. 2. Ss with high LC scores will perform at a higher level on a task with intrinsic feedback than on one which provides none. 3. Ratings of perceived difficulty and interest of tasks will be related to LC scores. 4. There will be some shifts in ratings made by Ss with low LC scores after the performance of the tasks in accordance with the reinforcement condition experienced. Several potential implications for future research and classroom application can be foreseen to result from the present study. It is hoped that a demonstration of the utility of Coombs' method of triads for obtaining preference ratings of mentally retarded Ss will provide a more sensitive tool for future research. In addition to the sensitivity of this measure, it provides more information about ratings (e.g.,

rank and distance) than most others while at the same time permitting increases economy in obtaining ratings of several items. (Author)

EP 011 787 24  
 Statistical Sampling of Book Readership at a College Library.

Investigator—Daiute, Robert J. Gorman, Kenneth A.  
 Rider College, Trenton, N.J.  
 Bureau No—BR-9-B-094  
 Proposal Date—11 Feb 69  
 Grant—OEG-2-9-400094-1055  
 Descriptors—College Libraries, \*Library Material Selection, \*Reading Interests, Reading Research, \*Sampling, \*Statistical Studies  
 Identifiers—Region 2

Start Date 1 Jun 69 End Date 28 Feb 70  
 The purpose of the research project is to gather data on students' book readership inside a library building. Appropriate statistical sampling methods have been devised to find out what books are being read by students in the Rider Library. The collected data will be arrayed in a set of matrices and analyzed with the use of appropriate statistical methods, such as the Chi-Square test. The valid statistical inferences thus derived can then serve as premises for library planning and control. For purposes at hand, the best sample size is 600 students. In the sampling method it is essential to assure randomness of the sample. Random numbers tables can be used to achieve random time and random place in the sampling of the book readership. Special instructions will be issued to student interviewers so that they will follow procedures that will give a truly random sample of book readership. The proposed sampling method has the attributes of simplicity, economy, and unobtrusiveness. Also, the method has transferability, being adaptable for use in an entire system of libraries, for example. The research project intends to test the feasibility of using statistical sampling to gather data on reading patterns and influences. (Author)

EP 011 788 24  
 A Pilot Study on the Effect of the SEEK Program on the Self-Concept-Of-Academic Ability of Underprivileged Black and White College Students.

Investigator—Olsen, Henry And Others  
 State Univ. of New York, Albany. Research Foundation.  
 Bureau No—BR-9-B-095  
 Grant—OEG-2-9-420095-1050  
 Descriptors—\*Academic Ability, \*College Students, \*Culturally Disadvantaged, \*Self Concept, Student Ability, Student Attitudes  
 Identifiers—Region 2

Start Date 1 Jun 69 End Date 1 Mar 70  
 The objectives of this research project is to attempt to answer the following questions: (1) What changes take place in the self-concept-of-academic ability of students labelled "SEEK" and placed in the "SEEK" program? (2) Who are the significant and academic others of the "SEEK" students? (3) Are there any changes in the significant and academic others associated with being labelled "SEEK" and placed in the "SEEK" program? (4) Is the change in the self-concept-of-academic ability greater among those "SEEK" students with a low class score rating? (5) Is the change of academic and significant others greater among those black low class score rated "SEEK" students than those high class score rated "SEEK" students? (6) Does the reference group of the "SEEK" student have any bearing on the self-concept-of-academic ability of the particular student? (7) Do those "SEEK" students who live on Campus, away from their environment, do better academically than those who are still embraced in their own environment? Data to be collected will consist of the subject's answers on the following instruments: General Self-Concept-Of-Academic Ability Significant Others Test, Descriptive data (I.Q. scores, SAT scores, etc.) from the admissions records will be ascertained for each of the 188 students in the SEEK program as well as the 30 (15 white, 15 black) in the control groups. All instruments will be administered to each subject via mail or by personal contact. The population, for research purposes, will be categorized according to the course difficulty distribution. To divide the population academically each type of SEEK course is weighted numerically. The numerical breakdown is, Developmental (1), Pre-Baccalaureate (2) and

Regular College Courses (3). If a subject achieves a numerical rating under 11 will be designated as a low class score student. If the subject achieves a numerical rating of 11 or over he will be designated as a high class score student. Students will then be separated as to whether they are high or low class score students, and whether they are black or white. (JL)

#### EP 011 789 24

##### The Effect of Sequence and Familiarity with Subject Matter on Achievement From Programmed Instruction.

Investigator—Tobias, Sigmund

City Univ. of New York, N.Y.

Bureau No—BR-9-B-100

Proposal Date—10 Feb 69

Grant—OEG-2-9-420100-1056

Descriptors—Achievement, Instructional Materials, \*Programmed Instruction, \*Sequential Approach, Sequential Learning

Identifiers—Region 2

Start Date 23 Jun 69

End Date 22 Jun 70

The purpose of this project is to examine the interaction between subject matter sequence and familiarity of content in programmed instruction. Despite the critical importance of careful sequencing of material in computer assisted and programmed instruction research findings have failed to demonstrate achievement differences between logical and random sequences of instructional material. It is the contention of this project that prior sequence findings can be partially attributed to the use of materials with which Ss had previous experience. For new materials differences between logical and random sequences are expected. An interaction between intelligence and sequence is also expected. A program containing both familiar and new materials will be utilized. After division into high and low ability groups Ss will be randomly assigned to one of three groups: Logical sequence, completely random sequence, and random sequence within familiar and unfamiliar subject matter categories. All Ss will study and be tested on their achievement from both familiar, and two types of unfamiliar subject matter. The design conforms to a 3 (sequence) X 2 (Intelligence) X 3 (Subject matter familiarity) analysis of variance. Theoretically, this project will contribute to our understanding of the interaction between sequencing of subject matter, intelligence, and Ss' prior experience with the material. Practically, the proposal will clarify the importance of sequence in unfamiliar materials, and save valuable programmer and teacher time by demonstrating that the time spent on arranging material in a careful order may be of importance for only some pupils, in some types of subject matter. (Author)

#### EP 011 790 52

##### Facility Use of University Library Reference Facilities for Citation and Data Information.

Investigator—Clever, Elaine C.

Temple Univ., Philadelphia, Pa.

Bureau No—BR-9-B-116

Proposal Date—21 Mar 69

Descriptors—\*College Faculty, \*Library Reference Services, \*Reference Materials, \*University Libraries

Identifiers—Region 2

Start Date 15 Jun 69

End Date 15 Jan 70

The purpose of this project is to determine the ratio of citation-found to data-found faculty originated queries processed through reference personnel, or by independent use of reference materials, in the university library. A questionnaire designed around a critical incident—the most recent contact with the reference department—was sent via inter-office mail to each of the selected faculty members and followed up at intervals to insure completeness of returns. The tabulation of results was tested for significance at the .05 level. If the null hypothesis is rejected and the second hypothesis is accepted, i.e., the research shows a significant proportion of citation-bound queries addressed to the library reference facilities by university faculty members, and if these results are borne out by investigation of undergraduate use, there are important implications for the training of university reference librarians and the selection of reference tools. (JL)

#### EP 011 791 24

##### A Cognitive Curriculum for Young Children: Development and Effectiveness.

Investigator—Strickland, JoAnn And Others

Florida Univ., Gainesville.

Bureau No—BR-9-D-029

Proposal Date—25 Jan 69

Grant—OEG-4-9-190029-0048

Descriptors—Achievement, \*Cognitive Processes, \*Curriculum Development, Learning Processes

Identifiers—Region 4

Start Date 1 Jun 69

End Date 30 Jun 70

The purpose of the proposed research is to determine the effectiveness of a cognitive curriculum which is developed by a process of systematic observation and recording of the child's rate and level of learning. The statement, "each child is different," as a basis for challenging the teacher to individualize instruction has been frequently posed without clarification stemming from the following logical set of sequences: "How can differences be detected and evaluated?" and "What teaching-learning designs promote individualization?" The proposed investigation will provide data and knowledge about cognitive styles and tasks for young children, the use of a precision teaching process for making decisions about a child's curriculum, and the value of a cognitive curriculum as it relates to a more varied approach. Approximately 150 children between the ages of three and six years will serve as subjects. They will be divided into two groups: one which will receive a cognitive curriculum developed either with or without precision teaching tools; and another which will receive a varied curriculum developed with or without precision teaching tools. Tests of cognitive styles and levels will be given prior to and following the six-month treatment period. The cognitive curriculum will be based on Piaget's basic characteristics of pre-operational thought. The results will produce a hierarchy of cognitive tasks which provide for human variance, a description of the precision teaching process and its use for curriculum development, a description of a varied curriculum and data which will decide the effectiveness of these tools and curriculum. The development of the proposed cognitive curriculum—one which recognizes continuous developmental change—via a process of systematic observations and recordings of a child's response to a given task, would make it possible for a teacher to base a child's curriculum upon his present ability (learning rates and levels) and not upon mean expectations derived from his age or grade level. This process, if proven effective, should offer an educator a precise way of developing an integrated curriculum. Learning tasks and materials will be more easily chosen once it is determined how they relate to the developmental level and response of the child. Less overlap and greater efficiency in learning situations should be another logical outgrowth of the approach. (Author)

#### EP 011 792 24

##### Developmental Sentence Scoring: A Method for Quantifying the Development of Syntax and Morphology in Children's Language.

Investigator—Lee, Laura L.

Northwestern Univ., Evanston, Ill.

Bureau No—BR-9-E-018

Proposal Date—1 Sep 69

Grant—OEG-5-9-235018-0033

Descriptors—\*Exceptional (Atypical), Grammar, Linguistic Patterns, \*Morphology (Languages), \*Syntax

Start Date 1 Feb 69

End Date 31 Jan 71

The objectives of this project are (1) to develop and test a method for quantifying the increasing use of syntactic and morphological structures in the spontaneous speech of children between the ages of 3 and 7, (2) to establish age norms for syntactic and morphological mastery against which the spontaneous speech of atypical children can be compared, (3) to evaluate a procedure for obtaining a reliable sample of children's spontaneous speech which can easily be used in a school or clinical setting, and (4) to provide information on the normal developmental order of grammatical structures, which can be a guideline for remedial training of children with language problems. An equal number of boys and girls at each two month interval between ages 3 and 7, representing middle-income families with "standard" American dialects will be tape-recorded in conversation with an adult examiner. The interview procedure will be standardized to include the same stimulus toys, pictures, and story-telling for each child. The last 30 sentences which the child formulates will compose the corpus for linguistic analysis and will be scored for

the grammatical features listed on the attached score sheet, resulting in a Developmental Sentence Score (DSS), which increases with grammatical sophistication. An analysis of variance will be performed on the scores for the different age groups. Reading readiness programs, language arts curricula, and language development training for culturally disadvantaged, mentally retarded, hearing impaired, perceptually handicapped children, etc. would greatly benefit from information concerning the developmental sequence of grammatical growth in normal children. Teaching methods, both in classrooms and in clinics, would be improved if it were known in what order and at what ages specific syntactic and morphological features of language are developed by normal children. (Author)

#### EP 011 793 24

##### The Perceptual Basis of Developing Reading Skill.

Investigator—Brown, D. R.

Purdue Univ., Lafayette, Ind.

Bureau No—BR-9-E-044

Proposal Date—16 Sep 68

Grant—OEG-5-9-245044-0035

Descriptors—Learning Processes, Patterned Responses, \*Perceptual Development, \*Reading Development, \*Reading Skills, Visual Perception

Identifiers—Region 5

Start Date 1 Feb 69

End Date 31 Jul 70

This project describes four studies which were designed to provide the methodological base for expanded work on the perceptual basis of the development of reading skills. Recently-developed techniques of analysis (non-metric multidimensional scaling techniques) will be used to determine the attributes of patterned visual stimulation to which neonates and pre-school age children are sensitive based upon differential attention. The studies emphasize the study of individual differences among children in how they perceive pattern, how such perception develops, and the development of a program of research which will relate these findings to reading development at a later age. (Author)

#### EP 011 794 24

##### A Study of the Effects of First Grade Prescriptive Teaching Based on Weaknesses Diagnosed by Kindergarten Pre-Reading Tests.

Investigator—Brake, Rachel G. And Others

Wayne County Intermediate School District, Detroit, Mich.

Bureau No—BR-9-E-059

Proposal Date—22 Nov 68

Grant—OEG-5-9-325059-0040

Descriptors—Grade 1, \*Kindergarten Children, \*Reading Difficulty, \*Reading Failure, Reading Readiness Tests, \*Reading Tests

Identifiers—Region 5

Start Date 1 Feb 69

End Date 31 Jan 70

The major objective of the project is to show that the incidence of reading failure as measured on reading achievement tests can be reduced. Experimental Groups consisting of all the kindergarten children in three settings, city, suburban, and ex-urban have been tested with the individual Predictive Index Battery described by deHirsch which was shown in their study to have high predictive value. Profiles for each child show clearly each area of weakness. First grade teachers to whom the children have been assigned and the reading teachers in their buildings met daily for one week in August, 1968. They improved their skills of observation, became better informed about the identified areas of weakness and started a file of exercises, experiences, materials, and teaching strategies to be used in each of the identified areas of need. For a full day twice a month during the 1968-1969 school year, these same teachers are continuing to meet: locating and planning for the most effective use of commercial materials; preparing their own; evaluating materials and meeting with experts who have specialized skills. The final report will include (1) a validated group test which identifies at the kindergarten level potential reading failures as well as the probable causes of failure, a test which can be given, scored, and interpreted by the kindergarten teachers, and on the basis of which recommendations can be made for first grade placement; (2) a description of various materials and teaching strategies which can be used with failure predicted children in each specific area of weakness; and (3) a multiple-regression validation of the materials by each deficient diagnostic category. (Author)



EP 011 795

24

**Vocational Oriented Curriculum Modifications to Retain the Dropout-Prone Student in School.**

Investigator—Bornholdt, William D. And Others

Hutchinson Unified School District Number 308, Kans.

Bureau No—BR-9-F-060

Proposal Date—12 Feb 69

Descriptors—\*Dropout Prevention, \*Dropouts, Grade 9, Males, Prevocational Education, \*Vocational Education

Identifiers—Region 6

Start Date 1 Jun 69

End Date 30 Nov 70

The project will provide pre-vocational training as service station attendants for selected dropout-prone ninth grade boys. It will provide vocational assistance and psychological and social services for the individual boy during his summer work experiences and as a follow-up in his High School program. The boys will be taught specific as well as general skills and procedures that will develop social attitudes and self-esteem as well as work skills. Students will attend classes three hours daily and do on-the-job training three hours daily

for a two months period at which time the program will be critically analyzed and revised into a continuing program as relates to the regular academic year. Payment for the work experience portion will be shared by the participating firms and from project funds. (Author)

EP 011 796

24

**Types of Bilingualism and Performance of Navaho Children in School.**

Investigator—Stafford, Kenneth Van Keuren, Stanley

Arizona State Univ., Tempe.

Bureau No—BR-9-I-053

Grant—OEG-9-9-120053-0019

Descriptors—\*Academic Performance, \*American Indian Languages, \*Bilingual Students, Language Instruction, \*Navaho, Preschool Education

Identifiers—Region 9

Start Date 14 Feb 69

End Date 30 Nov 70

The purpose of this study is to extend the basic research completed during the year 1965-66 to a more practical level. Three questions are to be answered: (1) Will there be differences in school performance among compound bilingual, coor-

dinate bilingual, and English-speaking monolingual Navaho children? (2) What will be the effects of a year's preschool instruction in English on Navaho-English compound bilinguals and Navaho-speaking monolinguals? (3) Will there be worthwhile lasting effects of preschool language instruction? Five experimental samples of Navaho children from the Window Rock-Ft. Defiance area are to be involved: (1) kindergarten, compound bilinguals; (2) kindergarten, Navaho-speaking monolinguals; (3) first grade, English-speaking monolinguals; (4) first grade, compound bilinguals; and (5) first grade, Navaho-speaking monolinguals. Dependent variables are to be measured by means of suitable intelligence, social development, and achievement tests. Data are to be treated by analyses of covariance. As an outcome of this work, there should be contributions not only to the early education of Navaho bilinguals, but bilinguals in general. The findings should provide guidance for the efficient education of bilingual school beginners by providing information (1) about what type of bilingualism to foster, (2) the effects of preschool English instruction. (Author)

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**Walton, George**

A Small Project Research Proposal in Secondary School Science.

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**Abramson, Theodore**

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**Bornholdt, William D.**

Vocational Oriented Curriculum Modifications to Retain the Dropout-Prone Student in School.

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**Cruickshank, Donald B.**

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**Ellison, Robert L.**

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**Fortney, Howard M.**

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**Goheen, Patricia A.**

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**Gorman, Kenneth A.**

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**Hafiz, M. Sharif**

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**Hanson, Doris E.**

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**Harkham, Laura D.**

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**Harris, Beatrice**

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**Hemphill, John K.**

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**Hook, J. N.**

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**Jochen, Albert E.**

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**Johnson, Norman C.**

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**Lee, Laura L.**

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**Lesser, Gerald S.**

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**Linn, Robert L.**

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**Lucietto, Lena L.**

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**McMillan, N. M.**

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**Olsen, Henry**  
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**Parker, Julian A.**  
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**Posvar, Wesley W.**  
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**Powell, B. Ruth**  
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United States.

**Powell, Edward C.**  
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**Reiss, Philip**  
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**Shaftel, Fannie R.**  
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**Sketler, Donald J.**  
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**Smietana, Walter**  
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**Stafford, Kenneth**  
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**Strickland, JoAnn**  
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**Thomas, J. Alan**  
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**Thorndike, Robert L.**  
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**Tobias, Sigmund**  
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**Van Keuren, Stanley**  
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**West, Leonard J.**  
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**Western New Mexico Univ., Silver City**

A Small Project Research Proposal in Secondary School Science.

Accession Number \_\_\_\_\_ EP 011 005

**American Home Economics Association,**  
Washington, D.C.  
Workshop on Utilization and Training of Auxiliary Personnel in Home Economics.  
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**Arizona State Univ., Tempe.**  
Types of Bilingualism and Performance of Navaho Children in School.  
EP 011 796

**Case Western Reserve Univ., Cleveland, Ohio.**  
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**Chicago Univ., Ill.**  
The Verbal Behavior of Educational Administrators: An Analysis of the Language of School Principals.  
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**City Univ. of New York, N.Y.**  
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**Hutchinson Unified School District Number 308, Kans.**  
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**Institute for Behavioral Research in Creativity, Salt Lake City, Utah.**  
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**Jarvis Christian College, Hawkins, Tex.**  
Implications of Office of Education Bureau of Research Teacher Education Project (Phase I) for Developing Institutions.

**Livingston University, Livingston, Ala.**  
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**Norfolk State Coll., Va.**  
Implications of the Bureau of Research Teacher Education Project for Developing Institutions.  
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**North Carolina Coll., Durham.**  
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**Northwestern Univ., Evanston, Ill.**  
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**Ohio State Univ., Columbus. Research Foundation.**  
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**Pittsburgh Univ., Pa.**  
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**Purdue Univ., Lafayette, Ind.**  
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**Rider College, Trenton, N.J.**  
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**Rochester Univ., N.Y.**  
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**Saint Johns Univ., Jamaica, N.Y.**  
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- Shaw University, Raleigh, N.C.**  
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- Smithsonian Institution, Washington, D.C.**  
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- South Carolina State College, Orangeburg.**  
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- State Univ. of New York, Albany. Research Foundation.**  
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- Wayne County Intermediate School District, Detroit, Mich.**  
A Study of the Effects of First Grade Prescriptive Teaching Based on Weaknesses Diagnosed by Kindergarten Pre-Reading Tests.  
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- Xavier Univ., New Orleans, La.**  
Implications of the Bureau of Research Teacher Education Project for Developing Institutions.  
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The following clearinghouse prefixes are used:

AA — North American Rockwell  
AC — Adult Education  
AL — Linguistics  
CG — Counseling and Personnel Services  
EA — Educational Administration  
EC — Exceptional Children  
EF — Educational Facilities  
EM — Educational Media and Technology  
FL — Foreign Languages, Teaching of  
HE — Higher Education

JC — Junior Colleges  
LI — Library and Information Sciences  
PS — Early Childhood Education  
RC — Rural Education and Small Schools  
RE — Reading  
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SP — Teacher Education  
TE — Teaching of English  
UD — Disadvantaged  
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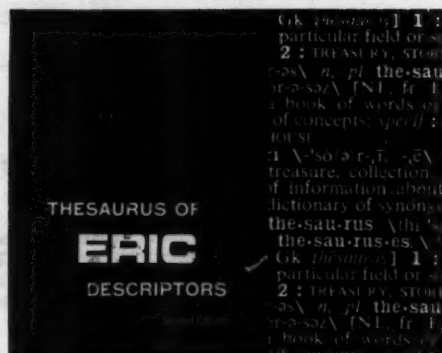
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